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The institute was designed to provide information and some ability in initiating, developing, and evaluating programs at the post-high school level to prepare assistants to directors of child care services. An analysis of jobs in child care services indicates that there are many jobs for all levels of training. A difference between the existing and desired levels of training for employees indicates a need to up-grade child care personnel, particularly at the technical or subprofessional level. Job descriptions, competencies for child care workers, and curriculum for child care services are outlined. A curriculum designed to prepare individuals for employment in child care services in day-care centers, nursery schools, children's institutions, medical institutions and recreational facilities lists necessary course work at a junior college or area vocational technical school. Instructional materials are designed to develop concepts of developmental tasks and characteristics of children, environmental influences, child care services and personnel, program criteria, equipment and supplies, employee and employer characteristics, and personal professional development. They are presented in tabular form specifying content, experiences, evaluation and resources. Related materials are available as VT 003 400. (FP)

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Volume II

A POST-HIGH SCHOOL PROGRAM

in

CHILD CARE SERVICES

VOCATIONAL EDUCATION IN HOME ECONOMICS

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Aleene A. Cross, Project Director
College of Education
University of Georgia
Athens, Georgia

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FOREWARD

Home Economics Education recognizes the increased need to prepare youth and adults for employment in Child Care Services. The jobs available in these services require specialized knowledge and skills which can be met in a post-high vocational education program.

The work-material was developed to be of assistance in planning and developing post high Child Development programs. It was distributed to Institute participants to be used and evaluated during 1966-67. A revision was made in the Spring of 1967 to incorporate shared ideas and suggestions for improvement.

Each state or area will need to determine the location and/or type of institute where a post-high Child Development program will be most effective.

The availability of qualified faculty, adequate facilities, sufficient enrollment, opportunities for employment, and community support will be determining factors in locating programs.

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INTRODUCTION

Project Title: An Institute for Home Economics Teachers from Region III and IV, Concerned with Techniques and Procedures for Initiating, Developing, and Evaluating Programs at the Post High School Level to Prepare Assistants to Directors of Child Care Service.

I. PURPOSE

The major purpose was to conduct an institute designed to provide information and develop some ability in initiating, developing, and evaluating programs for training workers in selected occupations utilizing Home Economics knowledge and skills. Specifically these programs were for assistants to directors of group care situations for children, offered at the post high school level. Materials and instructional aids for this program were a planned outcome. Participants were selected teachers, supervisors, and teacher educators from seven southern states. These states were Alabama, Florida, Georgia, Kentucky, Mississippi, South Carolina, and Tennessee.

Specific objectives of the institute were to:

1. Become acquainted with procedures for initiating occupational education programs.
2. Gain up-to-date knowledge about child care.
3. Develop skill in planning programs at the post high school level in child care.
4. Develop resource materials and suggested instructional aids for use in said program.
5. Become acquainted with procedures for evaluating occupational education programs and to develop evaluation devices for programs in child care.

2. PROCEDURES:

The content consisted of three related phases which were: Phase I: Instruction in procedures for initiating and organizing occupational education courses, and in up-to-date course content in child care. Phase II: Development of materials and suggested instructional aids for occupational courses for child care to be taught at the post high school level. Phase III: Instruction in methods for evaluating occupational education programs and development of devices to be used with child care.

Phase I was intended to meet objectives one and two and utilized the lecture-discussion method, field trips, visual aids, small group work, and reading materials. Content included making a survey of employment needs, organizing an advisory group, job analysis, legal aspects, and equipment, as well as subject matter content in child care.

Phase II was planned to help participants achieve objectives three and four. This phase included a review of all available materials, development of a sequence chart so as to see relationship of all levels of training, determination of total program requirements, development of resource materials, and preparation of instructional aids. Sub-groups of three or four worked on different phases at appropriate times. Competent resource people directed the discussion for determining content outline, served as consultants for small group work, were responsible for quality of content, and for completing materials on schedule.

Phase III was correlated with objective five. The lecture-discussion method and small group work were methods used for this phase.

An outline of content for each day follows:

Phase	Day	Activities
I	Monday July 25	Orientation, discussion of objectives, anticipated outcomes, and schedule for institute. Lecture-discussion on initiating occupational programs including advisory committee, survey of employment opportunities, determination of work experience possibilities, and legal aspects; small group work for listing suggested procedures for each of these.
	Tuesday July 26	Lecture-discussion on qualifications of trainees, job analysis, legal aspects, placement of trainees, evaluation and follow-up; and small group work for listing criteria or procedures for each of the above.
	Wednesday July 27	Lecture-discussion on needed competences by consultants from State Department of Family Services and School of Home Economics Nursery School Director.
	Thursday July 28	Field trips to University Nursery School and to day care centers and children's ward in hospitals in Atlanta to study the competencies needed by these service workers, the conditions under which they work, the problems which need to be met, and the available equipment and facilities.
	Friday July 29	Lecture-discussion on characteristics of pre-school children and differences at each age level. Small group work to identify objectives, concepts, and generalizations contained in lectures.
	Monday August 1	Lecture-discussion on schedule of daily activities, and on play activities for pre-school children for both indoors and outdoors. Small group work same as Friday.
	Tuesday August 2	Demonstration-lecture-discussion on food for pre-school children and the development of food habits. Small group work same as previous two days.
	Wednesday August 3	Lecture-discussion on facilities and equipment needed for teaching care of children in a group situation. Small group work same as previous three days.
	Thursday August 4	Lecture-discussion on maintaining desirable relationships in a child care situation involving children and an adult, a child and an adult, and two or more children. Small group work same as previous four days.

Phase	Day	Activities
II	Friday August 5	Review of available materials, identify content for high school program, develop sequence for post high school, outline content for post high school offerings; sub-groups of 3 or 4 begin work on different parts of outline to record objectives, concepts, and generalizations identified in Phase I.
	Monday August 8	Total group react to work done during previous day. Identify experiences for each objective and/or concept, working in sub-groups.
	Tuesday August 9	Lecture-demonstration-discussion on developing selected instructional aids; additional work on materials incorporating instructional aids.
	Wednesday August 10	Same as Tuesday.
III	Thursday August 11	Lecture-discussion on evaluating cognitive and affective learning; sub-group work to develop sample test items usable for part of materials developed by sub-group.
	Friday August 12	Lecture-discussion on evaluating skill development; sub-group work to develop appropriate devices and test items; evaluation of institute.

The institute extended over a three week period and met fifteen days. The schedule for each day was from 8:30 a.m. to 4:30 p.m. with morning and afternoon breaks as well as an hour for lunch.

3. SELECTION OF PARTICIPANTS

The workshop was planned for fifteen participants with two or three per state. The participants from each state were selected by the State Supervisor and her staff. Preference was given to a team which consisted of two teachers and a supervisor, or a teacher educator from each state. A state was permitted to send only one person if it was impossible to send more. The supervisor or teacher educator had or expects to have responsibility for supervision or in-service education of occupational education programs.

The criteria for selection of teachers were:

1. Is or anticipates teaching in child care in a post high school program.
2. Has a master's degree in child development, or is currently working toward such a degree.
3. Agrees to investigate employment opportunities prior to the institute.
4. Agrees to interview appropriate persons, at least 3, in her state to determine the requirements of an assistant to a director in a child care situation.

The participants included:

Miss Linda Anderson
Home Economics Teacher
400 East Seventh Street
Collman, Alabama

Mrs. Marie Dicus
Mortheast Junior College
Booneville, Mississippi

Mrs. Georgia Elam
C. A. Johnson High School
Columbia, South Carolina

Miss Allie Ferguson
State Department of Education
Tallahassee, Florida

Miss Hazel Kirk
604 East Park
Lakeland, Florida

Miss Froney Nicholson
309 Thirtieth Avenue
Hattiesburg, Mississippi

Mrs. Alice Phillips
Home Economics Teacher
6522 Sixth Street, N. W.
Washington, D. C.

Mrs. Mary Ellen Pope
Associate Professor of Home Economics
MSCW
Columbus, Mississippi

Mrs. Mary Jo Ventress
Assistant State Supervisor
State Department of Education
Montgomery, Alabama

Miss Ella Wyman
Assistant State Supervisor
922 Rutledge Building
Columbia, South Carolina

Mrs. Virginia Yocum
Home Economics Teacher
3207 Le Bron Street
Montgomery, Alabama

4. CONSULTANTS

The two staff persons that worked with the group the entire time were:

Mrs. Flora Conger
Coordinator of Child Development
Hoke Smith Vocational-Technical School
Atlanta, Georgia

Miss Sue Sumner
Assistant Professor of Education
203 Baldwin Hall
University of Georgia
Athens, Georgia

The consultants were:

Miss Mildred Barry
Regional Health Office
50 7th Street, N. E.
Atlanta, Georgia

Miss Fran Brooke
Assistant Professor of Home Economics
School of Home Economics
University of Georgia
Athens, Georgia

Dr. Ruth J. Dales
Professor of Child Development
Florida State University
Tallahassee, Florida

Miss Nancy Edwards
Georgia Department of Family and
Children Services
Atlanta, Georgia

Miss Gloria Goss
Day Care Consultant
Office of Economic Opportunity
Atlanta, Georgia

Miss Helen Hovis
Medical Facilities Service
Georgia Department of Public Health
Atlanta, Georgia

Miss F. Louise Keller
Occupational Employment Program
State Department of Education
Columbia, South Carolina

Mrs. Roger M. Reeb
Home Economist
Office of Economics Opportunity
Atlanta, Georgia

Miss Juanita Skelton
Associate Professor of Education
Baldwin Hall
Athens, Georgia

5. FACILITIES

The Center for Continuing Education provided space for the institute which included one large meeting room and several small rooms. Hotel rooms in the Center were used by the participants. The Center provided a conference coordinaotr, services of a librarian, audio-visual equipment, a typist, and production of a brief conference report.

The books and materials in the University of Georgia Library were made available and were obtained by the librarian at the Center for Continuing Education.

6. EVALUATION OF CURRICULUM MATERIALS

The first evaluation ran concurrently with the development of the material. Each small work group reported back to the total group. The work material were also evaluated by the instructors and those consultants who were available.

The second evaluation took place after the materials had been used for a year. Half of the group returned for a three day work session. Extension revision of the materials were done at that time.

7. SELF-EVALUATION OF INSTITUTE PARTICIPANTS

Two checklists were used at the beginning and end of the workshop. These were "What Do I Know About Initiating Occupational Home Economics Programs?" and "What Do I Know About Child Care Programs?" Copies of the checklists are on the next two pages.

The following chart indicates the change expressed by the group.

PERCENT OF TOTAL RESPONSES

Time	Occupational Program			Child Care Program		
	much	some	little	much	some	little
Beginning of Institute	6.0	45.2	48.9	5.5	42.5	48.9
End of Institute	63.7	31.2	5.1	72.2	24.4	3.4

8. COMMITMENTS FOR THE FUTURE

Each participant made a personal commitment for 1966-67 and 1967-68. Each state team made a similar commitment.

Each of the four assistant state supervisors committed herself to report to the state staff, interpret occupational home economics to others, and to

Number____________________

CHECK LIST

WHAT DO I KNOW ABOUT INITIATING OCCUPATIONAL HOME ECONOMICS PROGRAMS

Directions: Check the column that best describes your present knowledge of each of these items.

	I Know		
	Much	Some	Little
1. Procedure for initiating a program			
2. Types of programs that can be offered			
3. Selecting an advisory committee			
4. Purposes of an advisory committee			
5. Techniques of working with an advisory committee			
6. Determining employment opportunities			
7. Making an occupational survey			
8. Doing a job analysis			
9. Selecting teachers for occupational programs			
10. Determining personal and agencies to work with			
11. Determining qualifications of trainees			
12. Planning general education needed			
13. Planning content of Home Economics course			
14. Securing desirable centers for work experience			
15. Scheduling work experiences			
16. Planning for visiting during work experience			
17. Working cooperatively with employers			
18. Evaluating trainee's effectiveness on job			
19. Evaluating knowledge gained in classes			
20. Conducting follow-up study of employment			

CHECK LIST

WHAT DO I KNOW ABOUT CHILD CARE PROGRAMS

Directions: Check the column that *best* describes your *present* knowledge of each of the items listed below.

	I know		
	Much	Some	Little
1. Child Development			
ages and stages of growth			
social development			
physical development			
intellectual development			
emotional development			
child guidance			
2. Pre-school Education			
techniques and methods of working with pre-school children			
observation of pre-school children			
practice teaching			
schedule of daily activities for pre-school children			
facilities and equipment for pre-school education			
program activities (music, art, etc.)			
3. Post-high School Curriculum			
related subjects to child development curriculum			
general education			
materials and supplies			
reference materials			
films and audio-visual aids			
student's schedule			
4. Employment Opportunities			
Nursery school			
program			
personnel			
administration			
Day Care Centers			
program			
personnel			
administration			
Recreation			
Assistants in home			

initiate training programs for child care service workers. The seven teachers also promised to initiate programs; two said they would report to the state staff; and four teachers committed themselves to interpret programs to other people. The group had one teacher educator who made a commitment to do each of these things.

Alabama

Help to initiate and develop occupational home economics programs in some of the State Vocational Technical Schools and Junior Colleges.

Interpret the program of Occupational Home Economics at the post high school level to vocational and other teachers, administrators, lay people, and high school students.

Identify the qualifications needed by the post high occupational home economics teacher and investigate possibilities of offering special courses to meet needs.

Improve post high school programs which have been established.

Explore possibilities for expansion of post high school Occupational Home Economics programs and evaluate these possibilities.

Interpret and evaluate the program.

District of Columbia

Initiate a program Home Economics for the 13th and 14th year:

1. General and occupational advisory committee
2. Survey of needs and opportunities for employment in child care areas.

3. Secure personnel to plan programs and write curriculum
4. Equip and establish laboratories and classrooms for programs.

Florida

Make surveys to determine the need for training in the area of child care services.

Initiate training programs in areas where surveys show a definite need.

Interpret to teachers and administrators the emphasis on Home Economics Occupational Training.

Initiate in-service training of teachers for classes in occupational training.

Evaluate programs in progress.

Georgia

Appoint a state supervisor for Occupational Education

Establish a state Advisory Committee

Interpret occupational education to school personnel

Make a state-wide survey

Carry out an in-service training program for teachers of occupational programs.

Initiate programs in selected Area Vocational Schools

Report to State Supervisory Staff and Teacher Educators.

Kentucky

Plan a workshop and invite all persons who may be involved to attend and exchange information received at various workshops that they have attended. Also, make available any publically distributed materials they have developed to this group.

Initiate courses for the assistant to the Director of Child Care Development.

Mississippi

Confer with State Director of Vocational and Technical Education, the State Supervisor and assistants of Home Economics, and the State Superintendent of Education to present proposed plan for post-high occupational training program.

Ask State Director of Vocational and Technical Education, State Home Economics Staff, Junior College Administrators and Home Economics personnel to interpret the need and suggested plan for developing a program in the Junior College Curriculum to provide occupational training in the area of Child Care.

Prepare, plan and implement two or more programs in Junior Colleges. One in the area of Child Care Services.

South Carolina

Request State Supervisor of Home Economics to plan with Director of Vocational Education for presentation of report to:

a. State Vocational Staff
b. Vocational Committee of State Board of Education
c. Legislative Committee for Junior Colleges
d. Higher Education Committee
e. Commission for Technical Education

Have a workshop for Occupational Teachers

Present to Division of General Studies - University of South Carolina for use in their Child Development Program.

Review, use and evaluate curriculum materials.

Present to teacher education staff at Winthrop and South Carolina State College.

Establish courses in area vocational schools.

Request cooperation of colleges in providing work experience for student teachers.

Prepare materials and seek cooperation of ETV in developing teaching films.

Tennessee

Request facilities be provided and classes be organized in the area of Child Care in the area vocational schools.

State in Child Care in the Community College at Columbia, Jackson, and Cleveland that facilities be provided.

9. RECOMMENDATIONS

1. That teachers already employed in occupational programs be given top priority.
2. That selection criteria be strickly adhered to and that the final selection be the responsibility of the director of the institute.
3. That participants spend at least a week observing in child care centers before coming to the institute.
4. That a subject matter consultant be the co-directors or employed for the entire time.
5. That a portion of the time be spend in developing visual materials.
6. That a follow-up institute be conducted a year later for the purpose of revising materials.

JOB ANALYSIS

JOB OPPORTUNITIES IN CHILD CARE SERVICES

An analysis of jobs in Child Care Services indicates there are many jobs at all levels of training. There is a difference between the existing and desired levels of training of employees, this indicates need for up-grading Child Care personnel, particular at the technical or sub-professional level.

The following chart identifies the occupations and types and projected levels in Child Care Services from the semi-skilled through the professional level.

Occupations and Types and Projected Levels of Training of Employees in Child Care Services

Code: Projected Levels
1--Existing
2--Desired at Present
3--Would accept at present
?--Unknown

	Levels of Training			
Types of Occupations	Professional	Technical*	Skilled	Semi-Skilled
I. Large Day Care Center:				
A. Director (Adm)	2		1	1
B. Ass't Director	2		1	
C. Supervisor	2	3		1
D. Program Planner	2			1
E. Head Teacher	2	3		1
F. Ass't Teacher		2		1
G. Teacher Aide			2	1
H. Maintenance Personnel:				
1. Housekeeper			2	1
2. Maid			2	1
3. Janitor			2	1
II. Small Day Care Center:				
A. Director	2		1	
B. Teacher	2	3	1	1
C. Ass't Teacher		2	3	1
D. Teacher Aide			2	1
E. Maintenance Personnel:				
1. Maid			2	1
2. Cook			2	1

The technical level of employment is the level dealt with in this guide.

Code: Projected levels
1 -- Existing
2 -- Desired at present
3 -- Would accept at present
? -- Unknown

(continued)

Types of Occupations	Levels of Training			
	Professional	Technical	Skilled	Semi-Skilled
III. Nursery School:				
A. Director	1 2			
B. Head Teacher	2	3	1	
C. Ass't. Teacher		2	1	
D. Teacher's aide				
E. Maintenance Personnel:				
1. Maid			2	1
2. Cook			2	1
3. Janitor			2	1
IV. Other Place of Employment				
A. Headstart or Public Pre-schools				
1. Teacher	2			
2. Ass't. Teacher		2		
3. Teacher Aide	2		2	1
B. Private-Public Institutions (Children Houses, etc.)				
1. Director	2	3		
2. Group Leader	2	2		
3. Child Care Att.		2	1	1
4. Child Care Aide			2	1
V. Family Day Care (Home)			2	1
VI. Foster Family (Home)			2	1

Types of Occupations	Levels of Training			
	Professional	Technical	Skilled	Semi-Skilled
VII. Recreational Center:				
A. Camp Counselor	1			
B. Camp Leader	1			
C. Camp Aide		1?		1
VIII. Private Homes:				
A. Baby Sitter			1	2
B. Child Care Aide		2	1	
IX. Medical and Clinical Areas:				
A. Attendant		2	1?	1
B. Aide			2	1
X. Commercial:				
A. Baby Sitter		2		1

II. JOB DESCRIPTIONS

Those jobs identified as appropriate for post-high training levels as listed below.

A. Large Day Care Center

Assistant Head Teacher
Works closely with head teacher
Assists in planning program appripriate to group
Participates in case conferences
Assists in keeping records of progress of individual children
Maintains good relationships with parents

B. Small Day Care Center

Assistant Teacher
Works closely with head teacher
Assists in planning program appropriate to group
Participates in case conferences
Assists in keeping records of progress of individual children
Maintains good relationship with parents

C. Nursery School

Assistant Teacher
Works closely with head teacher
Assists in planning program appropriate to group
Participates in case conferences
Assists in keeping records of progress of individual children
Maintains good relationship with parents

D. Related--Medical and Clinical

Child Care Attendant--Children's Institutions 359.878*
Attendant, children's institutions: House parent: Special school counselor.
Cares for group of children housed in city, county, or other government institution, under supervision of superintendent of home.
Awakens children each morning and insures that they are dressed, fed, and ready for school or other activity.
Gives instructions to children regarding desirable health and personal habits.
Provides and leads recreational activities and participates or gives instruction to children in games.
Disciplines children and recommends or initiates other measures to control behavior.

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*Dictionary of Occupational Titles, 1965, Vol. I. Definitions of Titles, Third Edition, Department of Labor

May make minor repairs to clothing.

May supervise housekeeping activities of other workers in assigned section of institution.

May counsel or provide similar diagnostic or therapeutic services to mentally disturbed, delinquent, or handicapped children.

Child Care Attendant--Health Service 355.878*

Attends to personal needs of handicapped children while in school to receive specialized academic and physical training.

Wheels handicapped children to classes, lunchrooms, and treatment rooms.

Prepares children for, secures them in equipment, and lowers them into baths or pools, using hoists, for physical therapy treatments.

Helps children to walk, board buses, put on braces, eat, dress, and perform other physical activities as their needs require.

Child Care Leader--Recreational Facilities 359.878*

Child-Care Leader: Child-Day-Center Workers: Nursery School Attendent: Playroom Attendent.

Organizes and leads activities of pre-kindergarten children in nursery schools or in playrooms operated for patrons of theaters, department stores, hotels, and similar organizations.

Helps children remove outer garments.

Organizes and participates in reading to children, and teaches them simple painting, drawing, handwork, songs and similar activities.

Directs children in eating, resting, and toileting.

Helps children develop habits of caring for own clothing and picking up and putting away toys and books.

Maintains discipline.

May serve meals and refreshments to children and regulate rest periods.

May assist in such tasks as preparing food and cleaning quarters.

Teacher's Aide

Same as above.

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*Dictionary of Occupational Titles, 1965, Vol. I. Definitions of Titles, Third Edition, Department of Labor.

III. COMPETENCES FOR EMPLOYMENT IN CHILD CARE SERVICES AT THE TECHNICAL LEVEL

	Understanding and Knowledge of:	Skills in:
A.	The roles of personnel in Child Care Service.	Working with personnel in Child Care Services. Ability to develop personal characteristics and qualities needed for employment.
B.	Characteristics and qualities of a good employee. Becoming aware of possibilities for promotion and advancement.	Working with people. Developing and practicing professional ethics. Participating in interviews.
C.	Different types of Child Care Services; the need for services; the value to child; opportunities for employment	Evaluating personal abilities in relation to employment opportunities. Differentiateing between various types of Child Care Services.
D.	Ways the family functions in society; the child's place in the family	Working with the family to meet the child's needs. Working with the family. Working with families of different socio-economic levels.
E.	Development tasks; needs of the child from birth through twelve; development and needs of normal and exceptional children.	Applying knowledge of development of children at various stages of growth. Identifying needs of children as individuals and in groups. Planning to meet the needs of children through programs and activities. Directing and guiding behavior and discipline problems of normal and exceptional children.

III. Competences for Employment in Child Care Services (continued)

Understanding and Knowledge of:	Skills in:
	Working with children as individu individuals and in various sized groups.
F. Programs for children	Directing and guiding children in play, routines in small and large groups, creative activities, indoor-outdoor activities.
	Planning and supervising programs.
G. Awareness of physical facilities in Child Care Centers as related to the needs of children: including space, equipment, and arrangement	Selecting and using equipment for the development of children; maintaining and caring for equipment and facilities; helping children use facilities safely.
H. Community agencies and services available to Child Care Centers and families	Securing and using community services; working with community services to meet the needs of all children.
	Working with families to secure help offered by community agencies. and services.
	Developing needed techniques for observation of children
I. Purpose and techniques in observing children	Observing children, recording and interpreting observations.
	Using information from observations to improve the program in the Child Care Center.

IV. INITIATING AND IMPLEMENTING THE PROGRAM

A. Selecting Students:

1. Criteria for Selecting Post High School Students:
   a. Educational
      Meets entrance requirements of the institution in which the course is offered.

   b. Personal Attributes
      Is physically and emotionally healthy.
      Has the ability to express herself well--good use of language.
      Has a joy for living.
      Has sympathy and patience.
      Is socially well adjusted; gets along well with people.
      Is a well groomed person, with special attention to cleanliness.
      Has concern for others; not self centered.
      Is a mature person--neither too young or too old.
      Interested in young children.

   c. Vocational Interests and Ability
      Has potential for success in the area of child development.
      Likes to work with children in groups.
      Has the ability to bring out the expressions of children.
      Is creative.
      Has leadership ability.
      Has vocational objective of employment in child care.
      Shows evidence of ability and determination to carry through to complete her objectives.
      Is a good example for children to follow.
      Has ability to be on the level of children.
      Has enthusiasm and warmth for working with children.
      Has a sense of humor--ability to laugh with children, not at them.
      Is flexible, able to make good adjustments to unexpected situations.

2. Personnel to Assist With Screening Post High School Students:
      Post High School Child Development teachers.
      Post High School and High School guidance personnel.
      Home Economics teacher in high school and occupational teacher.
      Admissions office personnel--records on file in office.
      Physician.

3. Methods and Devices of Screening Post High School Students

Entrance requirements of institution where course is offered

Written statements by student:

- a. Autobiography
- b. Why interested in programs
- c. Goals
- d. References

Interview of student by child development teacher and/or other personnel concerned with child development programs and emotional health

References from public records

Recommendations as indicated by cummulative records and school personnel

Physical examination

Final dicision as to acceptance of students should be left to occupational child development Program

B. Suggestions for a Public Relations Program

1. State Level

- a. State Advisory Committee interpret the program to the various educational agencies.
- b. Use State Department Public Relations Director as a member of the State Advisory Committee to interpret the program
- c. Have a member of the State Accreditation Commission be a member and attend State Advisory Committee Meetings.
- d. Use Press, Radio, and T.V. for interpretation.
- e. Have State architect be a member and attend State Advisory Committee meetings.

2. Local Level

- a. Interpret the program to the various communities by school administrations.
- b. Use Guidance Counselor to interpret the program to the school and community.
- c. Use the Student Personnel Director to interpret the program to Business Organizations.
- d. Use colorful, well-written, printed leaflets or brochures for distribution to faculty, students and the community.

e. Use letters to be sent by students and mailed to parents explaining the program.
f. Use bulletin board displays in public places.
g. Use Press, Radio, and television media.
h. Have programs presented to parents in community meetings.
i. Have program explained to students in general assembly program.
j. Provide opportunities for students to observe a wide variety of field trips and other means.

C. Faculty Qualifications of Teachers of Child Development

1. Educational Background:
A master's degree with a major concentration in Child Development or Early Childhood Education, Bachelor's Degree is required.

2. Experiences:
Has successfully demonstrated teaching ability
Successful work experiences in Child Care Services is desirable

D. Institutions and Programs

1. Types of Institutions:
A two-year planned program of work in Child Development at the 13th and 14th year level may be offered in the following institutions depending upon state policies and facilities:
a. Area Vocational Technical School
b. Vocational Technical School
c. Junior College
d. Community College
e. College or University where two-year programs are offered.

2. Programs
The major focus of the post-high Child Development Program is the preparation of students for employment. The program is terminal in nature; however, it is desirable that curricula be designed so course credit may be applied to a four-year degree program. Decision regarding transfer of course credits will be determined by the institutions and/or state policies.

3. Number of Students
Minimum 12, maximum 20 per teacher. (See: Suggestions related to Observation, Participation, Practicum or Practice Teaching, and Work Experience).

4. Course of Study

The course of study should include classroom, laboratory, and work experiences

The curriculum content presented in this bulletin is essential to students in Child Development. Curriculum content and schedule will be determined by the educational institution.

The curriculum should meet the standards of accreditation associations and professional organizations.

See accompaning chart showing placement of curriculum concepts into subject matter areas.

V. Curriculum Child Care Services

Goal: To prepare students for employment as assistants to Directors of Child Care Services.

Objectives To:

1. provide opportunity for personal growth and development
2. develop understanding of how the family function as a unit in society (learning roles).
3. develop knowledge of history and kinds of different child care services; the need for the services; the value to the child; and opportunities for employment.
4. develop an understanding of the value of programs for children
5. develop understanding of the roles of personnel in child care services
6. develop understanding of characteristics and needs of the child from birth to twelve years. Knowledge, skills and sensitivity in meeting needs of children.
7. develop knowledge and skills in observing children.
8. develop an understanding of the characteristics of a good program for children.
9. develop knowledge of and skill in working with children in groups.
10. develop knowledge and skills needed to guide routine activities in child care services.
11. develop knowledge and skills needed to guide children's program in child care services.
12. develop an awareness of physical facilities in child care services and how they meet the needs of children.
13. develop knowledge of and skill in using community services.
14. develop awareness and understanding of employee (work habits, employee relationships).
15. develop knowledge and skill in working with people and supervising others.
16. develop awareness of and respect for professional ethics (practices, ethics, professional growth, personal growth).

SUGGESTED TWO-YEAR CURRICULUM

Sciences

1. Natural
2. Biological
3. Social
4. General Psychology
5. General Sociology Including Community Relationships

Cultural and Personal Development

1. Appreciation of the Arts
2. Anthropology
3. Personal and Financial Management
4. Physical Education

Child Development

Orientation (Non-credit)

1. Orientation to Child Care Services
2. Orientation to Participation with Young Children

The Child

1. Child Development (1 or 2 courses)
2. Child Psychology
3. Children's Nutrition and Health Care

Methods and Techniques

1. Principles of Pre-School Education
2. Observing and Recording Children's Behavior
3. Creative Activities for Children
4. Children's Literature
5. Student Practicum or Practice Teaching
    A. Laboratory
    B. Work Experience (Scheduled as a block of time at latter part of the 14th year.)

The Family

1. Human Growth and Development
2. Family Relationships or Family Life
3. Parent Education

Electives

The purpose of electives is to aid the student in acquiring knowledge and skills related to the selected area of specialization within the Child Development field. The number of electives will be determined by the institution.

Supervision
The Disadvantaged Child
Education for Exceptional Children
Programs for School-Aged Children
Recreational Education
Kindergarten Education
Other courses offered by the institution that relate to student's area of specialization in Child Development

Suggested Student Experiences
Observation Experiences
Participation Experiences
Work Experiences

The Post High School Child Development Course cannot be taught without observation and the experience of participation in a laboratory situation and in work situation. These should be planned to supplement classroom work and individual and group conferences.

1. Suggested Places for Observation Experiences.
   Sunday Schools
   Hospitals
   Churches
   Child Development Centers
   Head Start Programs
   Handicapped Institutions

The observations should be made of groups of children of 10-15 per groups. Single observation of one child is not desirable.

The ideal situation is to use the laboratory already set up as a teaching and learning situation.

Provisions should be made for adequate observation facilities
(See appendix: Facilities and Equipment)

Observations may be made in both good and poor situations for discussion purposes before students have actual practice teaching experiences

Time and place should be provided in the classroom for use of conferences to discuss techniques.

The demonstration teacher should be well qualified in techniques of pre-school education and have ability to interpret the purposes and desired outcomes of the techniques used.

The following should be kept in mind in planning observation experiences:

1. Observation experiences come in the first year and work experiences in the second year.
2. Schedule students so as to have 2 students (not more than 3-4 students) observing in a center at one time.
3. If possible have a block of time for observation purposes as three hours per day instead of one hour for three days.

2. Participation Experiences

Have no more than four students working with 15 children
Schedule various types of jobs to be done
Schedule special class time for discussion of participation activities before and after the experiences.
Have explanatory experience of the situation before actual participation takes place

3. Work Experiences:

A. Selection of work centers:
   a. Qualified supervisory and teaching personnel
   b. Adequate facilities
   c. Liscensed centers
   d. Approved program providing broad experiences.

B. Schedule
   a. Time should be blocked in the latter part of the last year for work experience
   b. Students assignments should be made so not more than one student is working with a group of children at any one time.
   c. Time and travel should be alloted for supervising faculty member. The supervising faculty member and the supervisor in the work center should work closely together.
   d. Time should be provided in the students schedule for conferences with supervisors.

C. Records
   a. Records should be kept as evidence of growth for use in evaluating students
   b. Records should be kept for use in recommending students to future employers.

PERSONAL GROWTH AND DEVELOPMENT

Objective: To provide opportunity for personal growth and development.

To develop understanding of how the family functions as a unit in society.

To develop knowledge of the history and the kinds of different child care services.

PERSONAL GROWTH AND DEVELOPMENT

Objective: To provide opportunity for personal growth and development.

Concepts - Content	Experiences	Evaluation	Resources
Personal Growth and Development	Invite a psychologist or counselor to speak on importance of developing personality. Resource person with specialty in personality development to evaluate and give suggestions for individual improvement.		
Communication Skills	Listen to record, radio programs, tapes of lectures and musical programs. View and evaluate televisio programs of family life, music news documentary and for children. Provide suggested reading list, to encourage reading for personal development, attend concerts, plays movies and special sports events. Visit and view special exhibits; garden club, health art, hobbies, education, etc.		
Knowledge Expansion and Awareness	Take a field trip to museums, zoos, art galleries, libraries, nature traits T.V. slides group and/or individual Talks and slides on turs of places in U.S.A. and foreign countries. Resource people, for appreciation of music, art and literature. Organize self-study groups to increase appreciation of resources in community.		

THE CHILD AND HIS WORLD TODAY

Objective: To develop understanding of how a family functions in society.

Objective: Develop understanding of how the family functions as a unit in society

Concepts - Content	**Experiences**	**Evaluation**	**Resources**
The Child and His World Today			
A. Social Changes 1. Improved communications and ease of travel 2. Mobility of population 3. Urbanization 4. Increased population 5. Larger families 6. Increased divorce rate 7. Extended life span 8. Pressures 9. Early marriages 10. Automation	Discuss social changes that have affected the family and the results of these changes. Collect current articles, newspapers, magazines, etc. illustrating changes in present day family life and relate your reaction to these. Examine the family life cycle and discuss stages you feel most important to the child under six.	Analyze changes affecting family life as to strengths and weaknesses as a result in family living. What do you predict for the family by the end of this century?	Anderson, Wayne J. Design for Family Living, Minneapolis, T. S. Denson and Company, Inc. Shibutani, Tamotsu, and Kwan, Kian M., Ethnic Stratification: A Comparative Approach, New York, MacMillan, 1965 Despert, Louise J., Children of Divorce, Garden City, New York, Doubleday and Co.
B. Changing Role of Family Members			
1. One parent (Divorced or deceased)			

Concepts - Content	Experiences	Evaluation	Resources
2. Working mothers 3. Three generation family	Socio-drama to present situations that might occur in a family in which there is working mother or the three generations.	Answer following questions in regard to socio-drama:	Simon, Ann W., Step-Child in the Family, New York, Golden Pocket Boos, 1964
4. Foster care 5. Adopted child 6. Step child 7. Young parent	Discuss how the father role has changed and its influence on the child.	Do you agree with solution of problems?	Stewart, Maxwell S., Problems of Family Life, New York, Harper Bros., 1956
8. Changing role of father	Compare the differences of the young mother today with that of "grandmother's day".	Do you see other alternatives to the solution of problems? If so, what?	Mead, Margaret, The Impact of Cultural Change on the Family, Spring Lecture Series, Merrill-Palmer School, Detroit Michigan, 1953
		Write a skit showing comparison of daily responsibilities of mother today and of yesterday.	
Adjustment of Family to Social Change			Cavan, Ruth Shonle, Marriage and Family in the Modern World, New York, Thomas Y. Crowell Co., 1965.
1. Change in values 2. Increased leisure	Give illustrations which depict the values that people hold today in regard to family life.	Present a family situation which depicts family values. Evaluate the way in which students apply information on values.	Biesanz, John and Biesanz, Mavis, Modern Society, Third Edition, Englewood Cliff, New Jersey, Prentice Hall, 1964.
3. Less unity 4. Family as a consuming unit	State problems which have occured in the family as result of increased leisure.		
5. Changing attitude toward:	Compare today's family with yesterday's in regard to use of consumer goods.		DuVall, E. M., Family Development, New York City, Lippincott, 1957.

Concepts - Content	Experiences	Evaluation	Resources
Family Responsibilities. Child rearing practices.	Socio-drama showing family solving problems in making decisions in regard to working mothers relating responsibilities of each family member.	Observe as students role play situations. Help them as they verbalize situations to develop effective ways of decision making.	
6. Acceptance of various ethnic groups socio-economic.	Compare changes in child rearing practices and its effect upon the child.	Students relate child rearing practices in which they are familiar and evaluate each situation.	
7. Improved Communication between family members.			
D. Contribution of Child Care Services to Family and to Community			Day Care - a preventive service CWLA Child Welfare League of America, Inc., New York

AVAILABLE CHILD CARE SERVICES

Objective: To develop knowledge of the history and kind of different child care services.

Concepts - Content	Experiences	Evaluation	Resources
Kinds of Child Care Services.	Read "Chapter I, in Todd and Heffman		Todd and Hefferman, The Years Before School, N.Y., The MacMillan Co., 1964
A. Group Care (1) Day Care Center Purposes-supervision and protection. Organization - services.	Identify kinds of group care services in your community-conduct a survey. Discuss purposes of each kind of service. Prepare bulletin board on kinds of group care for young children.		Childrens Bureau, U.S.Dept. of Health, Education and Welfare, Washington, D. C. Guides to Welfare Agencies for the Development of Day Care Service Georgia Department of Family and Children's Services, State Office Building, Atlanta, Ga., If Your Child is Going to a Day Care Center.
Value to Child Emotional development. Social development. Health development. Educational development. Value to Family Legal protection Social services	Exhibit bulletins on child care services. Panel discussion of kinds of group care services, purposes and organization. Show film: "Little World" Assign readings: What is Good Day Care Day Care Services Function of the Case Worker		Film: Little World-Health, Welfare Materials Center, Day Care Council, New York Children's Bureau Folder No. 53-1964, What is Good Day Care, Children Bureau, U.S.Dept. of Health, Education and Welfare, Washington, D.C.
Staff - Jobs Places of employment. Public agency Voluntary agency Private	Visit Day Care Center, observe a paticular child, and discuss value of experiences to this child. Visit a parent who has a child in the center to discuss the value to her child.		Children's Bureau Folder No. 51 - 1960, Day Care Services (Same as above) Children's Bureau Pub. No. 343 - 1961, Day Care Service Form and Substance (Same as above)

Concepts - Content	Experiences	Evaluation	Resources
	Conference with a case worker. Interview director, observe staff, analyze work of personnel and list competencies needed.		Children's Bureau No. 420, 1964, Day Care Service, U.S.Dept. of Health, Education and Welfare, Washington, D. C. "Why, What, Where, When, How".
Changes creating needs for child care services: Social forces Economic forces Changing role of family	1. Research the literature report on readings. 2. Prepare a bulletin board of newspaper articles. 3. Talk by member of state or county committee White House Conference on children and youth. 4. Use opaque projector to show charts and other information from White House Conference on Children and youth, and 1960 Census characteristics of population.		Child Welfare - Journal of the Child Welfare League of America, Inc., Vol. XLI - No. 1, Jan, 1966. The Function of the Case Worker in Day Care Centers. Ester Eckstein. Vol. XLV - No. 3, March 1966, Day Care : A Mental Health Intervention Gral. Gibbons, DSW Report - President's Commision on "The Status of Women" 1960 Golden Anniversity White House Conference on Children and youth. Dept. of Health, Education & Welfare, Washington, D. C.

Concepts - Content	Experiences	Evaluation	Resources
	5. Buzz session implication for child care services. 6. Panel "changes creating needs for child care services", representatives from Welfare, Health Dept., Mental Health Asst., Employment security commission Ministerial Asst., and Labor union. 7. Show film: Children of Change. 8. Observe in different sections of town and county to see what children are doing, how to care for them, and to identify needs for care. Discuss the young child in his world today.		Children In A Changing World State Reports on Children and Youth, U.S.Dept. of Commerce Washington, D. C. Bureau of the Census 1960 Census Population Vol. 1 Characteristics of the Population. Vol. II Subject Reports HA-Families AC-Sources and Structure of Family Income, Child Welfare, Our nations Children. Magazines: Child Welfare Journal of the Child Welfare League of America, Inc., N.Y., Vol. XLII No. 4, April, 1963. Day care Service for Families with Mothers Working At Home. Mead, Margaret, The Impact of Cultural Change on the Family, Spring lecture series Merrill-Palmer School, Detroit, Michigan, 1953.

Objective: To develop knowledge of the history and the kinds of different child care services; the needs for the services; the value to the child, and the opportunities for employment.

Concepts - Content	**Experiences**	**Evaluation**	**Resources**
Background of Pre-school Education	Write professional organizations for information.		Cole, Luella, A History of Education: Socrates to Montessori. Harper &Row Pub. N.Y.
History Purposes Sponsorship	Review current professional literature.		Hammond, Dales, Skipper and Withurpose, Good School for Young Children. N.Y. MacMillan Co., 1964
Pre-school Education Today	Read suggested references and reports from meetings such as SACUS		Read, Katherine The Nursery School Philadelphia, W.B.Saunders Co.
Special needs Disadvantaged Handicapped Mentally retarded	Listen to tapes of current speakers, from conferences and other professional groups. Invite local professional resource persons to present information.		Todd and Hefferman The Years Before School N.Y. MacMillanCo., 1964 Hechinger, Fred, Pre-school Education Today N.Y. Doubleday and Co., Inc.
Changes creating needs for child care services.	Research the literature report on readings.		Report-President's Commission on "The Status of Women" 1960 Golden Anniversary White House Conference on Children and Youth.
Social forces Economic forces Changing role of family	Prepare a bulletin board of newspaper articles. Talk by member of state or county committee White House Conference on children and youth. Use opaque projector to show charts and other information from White House Conference on Children and youth, and 1960 Census characteristic of population.		Children In a Changing World State Reports on Children and Youth. U. S. Dept. of Commerce, Bureau of the Census 1960 Census Population Vol. 1 Characteristics of the population Vol. II Subject reports HA-Families, AC-Sources and Structure of Family Income, Washington, D. C.

Concepts - Content	Experiences	Evaluation	Resources
	Buzz session implication for child care services,		Child Welfare, Our Nations Children, U.S.Dept. of Health Education, and Welfare, Washington, D. C.
	Panel "changes creating needs for child care services", representatives from welfare, Health Dept. Mental Health Asst., Employment security commission and Ministerial association.		Magazines: Child Welfare Journal of the Child Welfare League of America, Inc., N.Y. Vol. XLII no. 4, April, 1963 Day Care Service for Families with Mothers working at Home
	Show films: Children of Change Observe in different sections of town and county to see what children are doing how to care for them and to identify needs for care. Discuss the young child in his world today.		Mead, Margaret, The Impact of Cultural Change on the Family, Spring lecture series Merrill-Palmer School, Detroit, Michigan.
Material deprivation and physical abuse of children.	Show film: "Maternal Deprivation In Young Children", Interviews and/or talks by; pediatricians, judge of juvenile and family courts, social workers, others.		Hammond, S., Dales, R., Skipper, D , Witherspoon, R., Good Schools for Young Children, New York: MacMillan, 1963, Chap. 2.
Legislation Social Security Act Title V	Secure copies of legislator, examine bills and discuss provission of bills for program or projects		Daniel Bell, The Great Back to Work Movement, Fortune (July 1956).
Economic Opportunity Act - Title II-A	Interview persons from Welfare, Health Dept., School administration, Rehabilitation and Economic Opportunity, to become familiar with programs and projects.		Childrens Bureau-No. 378, 1959. Lajeueski, Henry C., Child Care Arrangements of Full Time Working Mothers, U.S.Dept. of Health, Education and Welfare Washington, D. C

Concepts -Content	Experiences	Evaluation	Resources
Elementary and Secondary Education Act - Title I Kerr Mills Appalachia Others			Film: Maternal Deprivation In Young Children, Frend Institute of Mental Health, N.Y.U. New York Services for Children, Dept. Health, Education and Welfare, Childrens Bureau. How Title V Social Security Act Benefits Children. Washington, D. C. Film: Children of Change, International Film Bureau 57 Jackson Blvd., Chicago Illinois Film: Preface To A Life United World Films, Inc. 1445 Park Avenue, New York, New York

CHILD CARE PERSONNEL

Objective: To develop an understanding of the roles of personnel in child care services.

Objective: To help students develop an understanding of the value of programs for children.

Concepts - Content	Experiences	Evaluation	Resources
Criteria for evaluating children's programs.	Discuss the value of programs for children. Determine what services a child care program provides. 1. Provides for needs of children. 2. Provides for growth in self-understanding. 3. Provides satisfying relationships with people. 4. Provides increased knowledge of work with children. 5. Provides suitable housing and equipment. 6. Provides adequate and qualified staff. 7. Helps children realize own potentials. 8. Helps children develop and learn to best of their abilities.		
Kinds of Child Care Services.	Read "Chapter I, in Todd and Hefferman.		Todd and Hefferman, The Years Before School, N.Y. The Macmillan Co., 1964.

Concepts - Content	Experiences	Evaluation	Resources
	Identify kinds of group care services in your community a survey. Discuss purposes of each kind of service.		Childrens Bureau, U. S.Dept of Health, Education, and Welfare, Washington, D.C., Guides to Welfare Agencies for The Development of Day Care Service.
A. Group Care **(1) Day Care Center** **Purposes-supervision and protection.** **Organization-services.** **Value to Child** **Emotional development.** **Social development** **Health development** **Educational development**	Prepare bulletin board on kinds of group care for young children. Exhibit bulletins on child care services. Panel discussion of kinds of group care services, purposes and organization.		Georgia Department of Family and Children's Services, If Your Child is Going to a Day Care Center, Atlanta, Georgia Film: Little World - Health & Welfare Materials Center Day Care Council, New York Children's Bureau Folder No. 53, 1964, What Is Good Day Care, Dept. of H, Edu, & Welfare, Washington, D. C.
Value to family **Legal protection** **Social services**	Assign readings: What is Good Day Care, Day Care Service, Function of the Day Care Worker		Children's Bureau No. 51, 1960, Day Care Services (Same as above)
Staff - Jobs **Places of employment** **Public agency** **Voluntary agency** **Private**	Visit Day Care Center, observe a particular child, and discuss value to her child. Conference with a case worker. Interview director, observe staff. Analyze work of personnel and list competencies needed.		Children's Bureau Pub. No. 343, 1961 - Day Care Services Form and Substance (Same as above) Children's Bureau No. 420, 1964, Day Care Services, Why, What, Where, When How. (Same as above)

Concepts - Content	Experiences	Evaluation	Resources
			Child Welfare-Journal of the Child Welfare League of America, Inc. Vol XLI - No.1 Jan, 1966. New York The Function of the Case Worker In Day Care Centers Ester Eckstein, Vol. XLV - No. 3, Mar. 1966, Day Care: A Mental Health Intervention - Gra L. Gibbons Child Welfare League of America, Inc., New York
(2) Play School Purposes Organization Value to Child Value to family Staff-Jobs Places of Employment City recreation Parent cooperative school Private	Read and report on play schools. Locate and visit different kinds of play schools in the community.		
(3) Nursery School Purposes Organization-services Value to child Value to family Staff-Jobs	Show film: "Starting Nursery School-Patterns of Beginning" Reports-Purposes of Nursery Schools. Locate nursery schools in community.		Film: Starting Nursery Schools Patterns of Beginning N.Y.U. New York Christiansan, H., Rogers M., and Ludlum, B., The Nursery School Adventure in Living and Learning. Boston: Mass Houghton-Mifflin

Concepts - Content	Experiences	Evaluation	Resources
Places of Employment. Neighborhood School Church School Civic Sponsored Private School Cooperative nursery school	Visit Nursery School, observe and report. Assign a committee to write job description of nursery teacher.		Houghton Mifflin Co., 1961. Law, Norma, What Are Nursery Schools For? The Association and National Association for the Education of Young Children. 104 East 25th Street, New York, 10010
(4) Head Start Purposes Services Value to child Value to parent Staff-jobs Places for employment.	Invite the administrator of Economic Opportunity to talk on Head Start. Secure bulletins and read on Head Start. Divide class into committees to visit Head Start Programs and report on staff responsibilities.		Association for Childhood Education International What Are Kindergartens For? National Assoc. for Childhood Education, 315 Wisconsin Ave., N.W. Washington, D. C.
(5) Kindergarten Purpose Program Value to child Value to parent Staff-Jobs Places of employment.	Determine the purpose of kindergartens and how they differ from nursery schools. Read and give reports on value of kindergarten to child, and to parent. Interview directors of kindergartens and report to class on program and staff.		National Kindergartens Assoc. About Kindergarten (Same address as above) National Kindergartens Assoc. Stevie's Kindergarten Day (Same address as above) National Education Assoc. National Education Assoc. 1201 16th Street, N. W. Washington, D. C. Kindergarten Today, 1963.
(6) Supplementary Services Clinical and Educational Institut-			

Concepts - Content	Experiences	Evaluation	Resources
Cripple Children's School Hard of Hearing School Mentally Retarded Vocational Rehabilitation.	Panel discussion of supplementary services by representatives from Mental Health, Vocational Rehabilitation Health Department and other agencies. Visit clinics		Rudolph, Marguerita and Cohen, Dorothy, Kindergarten A Year of Learning, New York. Appleton Century Crofts, 1964 Berson, M.P., Kindergarten: Your Child's Big Step. New York: E.P. Dutton, 1959.
Health Related	Discuss need for individual care service		
B. Individual Care Services Family Day Care Home	Identify individual care services and the sponsorship or administration of the service.		
Places of Employment Family Day Care Public Agency Private Agency	Collect bulletins and newsclippings on individual care services.		
Foster Family Care Private Home Baby Sitter	Compare purposes of individual care services with group care.		
Child care aide for special child.	Invite agencies to discuss employment needs.		
	Survey nursery school facilities. Discuss standard of the physical set-up.		Read, Katherine H., The Nursery School, Philadelphia Penn., W. B. Saunders, 1966
	Research and report case studies of children entering child care services		Chittenden, G.E., Essentials of Nursery Education, N.A. for Nursery Education Colorado Association, F.H.A. Denver, Colorado

Concepts - Content	Experiences	Evaluation	Resources
	View film "Starting Nursery School". Discuss how teachers can help each child make the most of his unique self.		Pre-school Guide, Colorado Assoc., FHA. Denver, Colorado Film "Little World" Health and Welfare Center, Inc., Day Care Council, New York, "Starting Nursery School". Film Library, Georgia Center. University of Georgia Athens, Georgia
	Show the value of programs for children using film "Little World" for class observation and discussion.	Student summarization of values of program for children.	
	Evaluate this statement "Each child grown at his own rate". Use evaluation for class discussion.		

CRITERIA FOR CHILD CARE PROGRAMS

Objective: To help students develop an understanding of the value of programs for children.

Objective: To develop an understanding of the roles of personnel in child care services.

Concepts - Content	Experiences	Evaluation	Resources
Child Care Personnel A. Director B. Assistant Director C. Head Teacher D. Assistant Teacher E. Teacher's Aide F. Social Service Worker G. Nurse H. Clerical Staff I. Service Staff 1. Cook 2. Maids 3. Janitor or Custodian	Study material on Child Care personnel needed in the various types of Child Care Services. Class discussion and assigned readings.		Child Welfare League of America Standards for Day Care Services, New York: Child Welfare League of America, Inc.
Duties of Child Care Personnel	1. Secure information on the duties of Child Care Personnel. 2. Make the information available to the class by giving group reports. 3. Use resource person from a child care center to discuss duties of Child Care Personnel. 4. Compile information on a chart for future use as given through class reports and the resource person	Summary of information received and compiled by students on charts.	

Concepts - Content	**Experiences**	Evaluation	Resources
Organization and Administration A. Sponsor B. Policies 1. For admission of children 2. Legal aspects of operation 3. Employment of Staff a. salaries b. hours c. vacations d. league of absence e. sick leave f. personnel practices 1. Job description and application 2. Time and type of staff conferences 3. Employment benefits, health insurance and retirement plan 4. Channels for suggestions and complaints 5. Standards of operation 6. licensing	Secure pertinent information as to the organization and administration of various types of Child Care Services. Present information to class by group reports. Invite a director from a local or near-by child care service to discuss their organization and administration. Compile a list of pertinent information for future reference and use.	Summary of information gained through class reported and by talk given by resource person.	JDC Guide for Day Care Center, American Joint Distribution Committee, Superintendent of Documents, Gov't Printing Office, Washington D.C. Guide to Establishment and Operation of Day Care Center For Young Children, Child Welfare League of America, Inc., New York

Concepts - Content	Experiences	Evaluation	Resources
. Records A. Center 1. Budget 2. Inventory B. Personnel 1. Application for employment 2. Appointment statement on contract 3. Other pertinent information C. Family Record 1. Interview forms 2. Authorization of parent for emergency medical care. 3. Contract insurance 4. Others D. Child's Records 1. Indentification record 2. Medical 3. Developmental 4. Daily attendance 5. Others	Read and discuss in class the various types of records and reports needed in child care centers. Examine various types of record and reports secured from child care centers in the locality. Discuss the reports and forms in class as to their use and value. Students make collection of record forms.	Summary of knowledge gained from examining the various types of records and reports used by the child care service in the locality	IDC Guide for Day Care Centers, American Joint Distribution Committee, Superintendent of Documents, U.S.Gov't Printing Office, Washington, D.C. Pre-School Guide, Colorado Assoc. of Future Homemakers of America, Denver, Colorado Sample records from State Licensing office
Home School Relations A. Value 1. Meets needs 2. Share responsibility with parents.	Read and discuss material on Home School Relations. Panel composed of: a. Child Care Director b. Two mothers	Summarize value of good home-school relations.	Child Welfare League of America Standards for Day Care Services, Child Welfare League of America, Inc. New York

Concepts - Content	Experiences	Evaluation	Resources
3. Personal interest in child and home 4. Promotes good parent-teacher relationships. 5. Forms basis for: a. In-service parent education b. Parent group meetings. B. Procedure 1. Intake a. Visit to center prior to enrolling the child b. Personal interview with parent and child. c. Meets requirements for admission. d. Separation of child from parent (1) Head teacher responsibility.	c. Child development teacher to discuss the importance of good Home School Relations to the school, child and parents.		Hammond S., et al Good Schools For Young Children New York, MacMillan, 1963 pp. 295-312 Christianson H., et al The Nursery School, Boston Houghton-Millan 1961, pp. 222-250 Child Welfare League of America Standards For Day Care Services. Child Welfare League of America, Inc. New York

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Concepts - Content	**Experiences**	**Evaluation**	**Resources**
2. Continuing Service with parents on: a. Stages of development of the child. b. Child behavior patterns c. Emotional problems d. Child experience at center as related to experiences at home	Invite a person to talk to the group on Child Care Procedures as Related to Intake and Continuing Service with the Child and the Home	Summary of information given by resource person	
e. Health and physical care of the child	Invite a nurse to talk to the class on the Health Care of Pre-school Children	Summary of the information given by the nurse to the class.	
f. Counseling			
g. Referrals 1. Other agencies 2. Community resources	Later discuss talk in class		

CHARACTERISTICS OF CHILDREN

Objectives: To develop an understanding of the characteristics and needs of the child from birth to twelve years.

To develop knowledge, skill, and sensitivity in meeting needs of children.

Objectives: To develop an understanding of the characteristics and needs of the child from birth to twelve years; to develop knowledge, skills, and sensitivity in meeting needs of children.

Concepts - Content	**Experiences**	**Evaluation**	**Resources**
I. Characteristics from birth to twelve years. A. Principles of development.	Identify developmental tasks of each age group.		Brenkenridge and Murphy, Growth and Development of the Young Child, Philadelphia Saunders, 7th Edition, 1963.
1. Total personality 2. Developmental tasks 3. The well-adjusted child	Consider the relationships between the stage of a child's development and what is normal behavior and what is misbehavior.		Brisbane & Riker, The Developing Child, Peoria, Ill.: Charles A. Bennet Co., 1965.
B. Social development 1. Relations with adults	Research ways in which children interact with others.		DuVall, Evelyn, Family Development, N. Y. City Lippincott, 1957
2. Relations with other children 3. Relations in social situations	Observe how children may be taught to share, to take turns, and to exercise freedom within limits.		Olson, Willard C., Child Development, Boston: D.C. Heath Co., Second Edition 1959.
	Observe teacher-child contacts. Note the tone of voice used by the teacher when speaking to a child, the wording of requests, the teacher poise, the children's behavior in terms of requests completed, requests refused. Analyze why the children behaved as they did.		Public Affairs Committee, 22 E. 38th St., N. Y., N.Y. "Your Child's Emotional Health, "How To Teach Your Child About Sex" ,"Your Child's Sense of Responsibility", "The Shy Child"
	Observe children who have difficulty belonging to or getting into groups.		U.S. Government Printing Ofc. Superintendent of Documents Washington, D. C. "Your Child From 1 - 6" "Your Child From 6 - 12"
	List leadership qualities of certain children, shyness of others, aggressiveness, and the general outcome of "groupness" among the children.		

Concepts - Content	Experiences	Evaluation	Resources
	Notice whether adults interfered or assisted children in handling situations.		
C. Emotional development 1. Types of emotional 2. Causes of emotional reactions 3. Control of emotions	Invite a panel of mothers, nursery school teacher, and others in contact with this age group to discuss causes of emotional reactions and techniques, they have used in dealing with these reactions.	Describe ways children expressed feelings during observation.	Gessell Institute, Child Behavior, Dell Pub. Co. N.Y. 3rd Edition, 1955. Hurlock, Eliz. B., Child Development, New York: McGraw Hill Book Co., 4th Edition, 1964.
	Observe and report an example where the teacher helped a child control emotional behavior which would have interfered with the group or his own well being.		Jenkins, Shacter, Bauler, Growth and Development, Atlanta: Scott, Foresman Co., 1953.
	Present examples of types of emotional responses one can expect from children. Students dramatize what they would do or say in these cases.		Shuey, Woods, Young, Learning About Children, New York: Lippincott, 1958
D. Intellectual Development. 1. Speech development 2. Reasoning ability 3. Comprehension	Examine resource material to learn what can be expected at different age levels. Display play equipment to show how speech development, reasoning ability, and comprehension can be developed through the use of this equipment.		Wolf, Anna and Szasz, Suzanne, Helping Your Child's Emotional Growth, New York: Doubleday and Co.

Concepts - Content	Experiences	Evaluation	Resources
	Notice by observation how quickly children learn routines.		
	Consider that one's readiness to learn and his capacity to learn develop with maturation.		
E. Physical Development 1. Types of change 2. Variation in development 3. Importance of good nutrition	Discuss types of physical changes that occur in children from birth to twelve years.		
	Select two children of the same age who are different in body buidl. Compare differences in how they look and what they can do.		
	Determine nutritional requirements for the child from birth to twelve years.		
	Observe and note children's eating habits, likes, dislikes, etc.		
	Plan suitable snacks for children.		
F. Moral development 1. Learning what society expects from him. 2. Developing a conscience	Define the role of the home, school, church, and community in providing opportunities for children to acquire attitudes and beliefs on sound values and valid information.		

Concepts - Content	**Experiences**	**Evaluation**	**Resources**
3. Importance of consistent, fair and positive discipline			
G. Effects of heredity and environment.	Discuss how the factors of heredity and environment together contribute to the uniqueness of a person.		Bernard, H.W., Human Development in Western Culture, Boston: Allyn and Bacon, 1962.
	Study how this uniqueness begins at the moment of conception when the cells unite and the genetic composition of the baby is established. Consider how this uniqueness continues throughout life.		Jersild, Child Psychology, Englewood Cliffs, New Jersey Prentice Hall. 1960. Olson, Willard C., Child Development, Boston: D.C. Health Co., 1959.
H. Effects of the culture on the child.	Cite case studies that illustrate effects of culture on development.		
	Recognize that a person's attitude, beliefs, and prejudices are acquired from the culture in which he lives.		Bernard, H. W. Human Development in Western Culture, Boston: Allyn and Bacon, 1962.
II. Developing a self-concept. A. Defining self B. Adult influence	Recognize the importance of the child's developing a good self concept.		Bernard, H. W., Human Development in Western Culture. Boston, Allyn & Bacon, 1962
	Consider how adults through respecting children's rights, ideas, feelings, and by approval and praise can help them "feel good inside" which will contribute to the development of a good self concept.		Jersild, A.L., Child Psychology, Prentice-Hall, Englewood Cliffs, New Jersey,1960 Kawin, Ethel, Parenthood in a Free Nation, Vol. 1, MacMillan Co., N.Y., 1965

Concepts - Content	Experiences	Evaluation	Resources
III. Identifying needs A. Love	Use case studies to demonstrate the effects of lack of love on the personality development of the child. Consider how the infant-mother relationship may influence the individual's ability later in life to relate to other people, to love, to give love, and to affiliate with other in a group.		McCandless, Children and Adolescent Development, Holt Rinchard and Winston, N.Y. Bulletins: Supt. of Documents U.S.Printing Ofc., Wash, D.C "A Healthy Personality for Your Child". Science Research Assoc., Inc. 269 E. Erie St., Chicago, Ill. "Self-Understanding".
B. Security	Consult resources to determine thing about which a child needs to be made to feel secure. Identify ways in which the teacher may reinforce a child's feelings of security.		ACEI 315 Wis. Ave., N.W., Wash., D.C., "Primary Education-Changing Dimensions". Brisbane & Riker, The Developing Child, Chas.A.Bennet Co., Peoria, Ill., 1965. Gesell, A., & Ilg, Frances P., Child Development and Intro. to the Study of Human Growth, Harper, N.Y., 1949. Pamphlet: National Assoc. For Mental Health, Inc., Wash., D.C. "What Every Child Needs".

Concepts - Content	**Experiences**	**Evaluation**	**Resources**
C. Acceptance	Emphasize the importance of a child being accepted for what he is even though he may sometimes do things that are not approved.		
	Observe and report instances of acceptance and rejection of children by the group.		
	Observe and report a child who plays well with others and try to analyze reasons for his acceptance.		
D. Control	Discuss how indulging every whim of a child may lead him to disregard others and cause him to become self-centered, selfish and a misfit.		
	Identify some limitations to which a child may be taught to adjust .		
E. Guidance	Recognize that without guidance, children "just grow" but with help from loving and thoughtful parents and from other adults, children may be directed to become independent, responsible adults who can take their place in society.		
	Directed study on child behavior with observation of adult guidance of a child in abandoning his good or pursuing it.		

Concepts - Content	**Experiences**	**Evaluation**	**Resources**
F. Independence	Recognize the importance of giving children an opportunity to participate in decision making in order that they may develop a feeling of independence.		
	Recognize how self-help features in clothing and having a place for a child's own clothing so he can get it out and put it away contributes to the development of independence.		
G. Protection	Emphasize the responsibility of the adult in protecting a child.		
	Dramatize a situation in which the adult must react to an emergency situation involving the safety of children.		
	Consult references to determine measures to take in protecting children.		
	Consider the help children require from adults.		
	Display toys and other items which are safety hazards for children.		

Concepts - Content	**Experiences**	**Evaluation**	**Resources**
IV. Ways Adults Meet Child's Needs. Affection Respect Encouragement Approval Protection Discipline	Discuss how children hold on to adults for security; turn to adults for affection and consolation; ask questions of adults in their search for knowledge; make demands on adults for food, water, toys, and play. Determine the obligation of adults to meet the child's needs. Consider how discipline may be a means of helping a child achieve inner control or self discipline rather than punishment for objectionable behavior.		
V. Ways children compensate when needs are not met.	Observe and report an example of a child using materials or equipment for the purpose of relieving hostile feelings.		Berhardt, Karl S., Discipline and Child Guidance, McGraw-Hill, N.Y., 1964.
Aggression	Notice a child who consistently displays aggressive behavior. Consider what may be causing him to act in this way. Emphasize the importance of a child relieving himself of an aggressive feeling rather than holding it in.		Duvall, Evelyn, Family Development, J.P. Lippincott Co., N.Y., 1962. Jersild, Arthur L., Child Psychology, Prentice-Hall, N.Y., 4th Edition, 1954. Kavin, Ethel, Parenthood In A Free Nation, Vol. 1, Mac-Millan Co., N. Y., 1965
Withdrawal	Observe and report on a child who shows evidences of withdrawing from		

Concepts - Content	Experiences	Evaluation	Resources
	the group. Describe his reactions to the children and to the teacher. Identify reasons for withdrawal.		Booklet: National Mental Health Foundation, 1520 Race Street, Phil., Pa. "Some special problems of Children" (Ages 2 - 5)
Resistant behavior	Dramatize instances of resistant behavior. Decide on appropriate actions in each particular situation.		Circular: Penn State U. College of Agriculture, Ext. Service. University Park, Pa., Circular 522 "Guiding Our Children"
"Showing Off"	Observe and report on a child who consistently "shows off". Identify possible reasons for his behavior.		
Compensatory devices	Identify devices which children use to compensate for unmet needs.		
VI. Ways of determining adjustment in children. Observation Records Conferences	Observe and record actions of a child over a prescribed time. Notice: 1. Does he play well with other children? 2. Does he appear to be a happy child? 3. Does he have reasonable control of his emotions? 4. Is his anger suited to the occasion and directed against the real source of difficulty? 5. What is his adjustment to routine? Toileting Eating Sleeping		Almy, Mills, Ways of Studying Children, Teacher College N.Y., 1959. Gardner, D. Bruce, Development In Early Childhood, Harper & Row, N.Y., 1964 Jersild, Child Psychology, Prentice Hall, N.Y., Fourth Edition, 1954 Shuey & Woods, Young, Learning About Children, J.B. Lippincott, Chic., 1958 "Guiding Our Children" (Circular 522) Penn State Univ., College of Agricultural Extension Service, University Park, Pa.

OBSERVATION OF CHILDREN

Objective: To develop knowledge and skill in observing children.

Objective: Develop knowledge and skill in observing children.

Concepts - Content	**Experiences**	**Evaluation**	**Resources**
Purpose and use of observation	Contrast the difference between seeing and observing. Discuss "why observe?" Consider the use of observing. Research techniques of observation. Discuss and set up guidelines for observing. Develop observation forms. Show film for student observation and recording of activities. Practice techniques by observing a small group of children. Prepare a skit showing children's behavior in situations expressing anger, jealousy, fear. Observe and record these situations as practice.	Evaluate ability to observe in an actual situation.	Todd, Hefferman, The Years Before School, N.Y., Mac-Millan Co., 1964. Read, Katherine, The Nusery School, Philadelphia, W.B. Saudners Co., 1961 Christianson, Rogers, Ludlum The Nursery School, Boston: Houghton-Mifflin Co. Shuey, Woods, and Young, Learning About Children J.B. Lippincott Co., N.Y., 1964 Almy - Observing Guidance Behavior of Young Children See Appendix and observation sheet.

PLAY ACTIVITIES

Objective: To help students develop knowledge and skill needed to guide children.

Objective: To develop an understanding of the characteristics of good programs for young children.

Concepts - Content	**Experiences**	**Evaluation**	**Resources**
I. Characteristics of good programs for young children a. Safety	Shown film "Little World". List characteristics of programs for children. Set up rules to insure safety of children using guide for planning safe environment: 1. Safe and competent adult supervision (staff aware of hazards). 2. Safe building (meets all requirements). 3. Housekeeping 4. Food preparation and service. a. equipment b. supplies 5. Play area a. meets space requirements per child b. grounds well-kept. 6. Safe play materials and equipmen 7. Emergencies Discuss responsibilities of staff members, make a check list for a guide in planning a safe environment for children. Cite ways that housekeeping might influence safety. Observe food preparation and service. Use check list, to determine safety in equipment and practices. Observe condition of grounds and equipment. Discuss methods of improvement for safety.	Make check list of hazards of safety.	Langford, Louise M., Guidance of the Young Child, N.Y.: John Wiley & Sons, Inc., 1965. Poster on hazards. Martin, E.A., Nutrition in Action Holt, 1965 Magazine pictures and other illustrative materials "Safety Through Growth", Georgia Dept. Family and Children's Health Services. Atlanta, Georgia

Concepts - Content	Experiences	Evaluation	Resources
	Determine safety of play equipment. Anticipate hazards that may occur. Discuss methods of dealing with each.		A Check List in Day Care Center, Child Welfare League of America, Inc. 345 E. 46 Street, N.Y. 17, N.Y.
	Discuss how children can be taught safety rules; concentrate on "how" and "why" rather than "don't".	Score card on safety of environment.	
B. Nutritional Needs	Consider appropriate snacks for children. a. all day programs, hot-balanced meals. b. mid-morning and afternoon snacks c. half-day programs-fruits, juice milk, cracker for mid-morning.	Check diet needs of children against menus.	
C. Rest and sleep	Emphasize importance of rest and relaxation periods in child care programs.		
D. Preventive Health Measures	Invite individually or as a panel a health officer, pediatrician, and/or school nurse to talk about preventive health measures and instruct students in recognizing and handling illness or accident. Study the use of: a. certificate of health b. daily inspection c. immunization and examinations d. observation	Quiz on health standards	

Concepts - Content	**Experiences**	**Evaluation**	**Resources**
E. Work with family	Discuss 1. Daily contact with member of family (mother if possible) 2. Conferences with parents 3. Parent participation 4. Parent and teacher group meeting.		
F. Indoor and Outdoor Play 1. Opportunities for Learning 2. Provides for flexibility 3. Children's Program Develops Children through: a. constructive play b. supervised groups c. individual needs and differences d. age level e. experiences with music, art, literature, science	Observe children's program. Analyze use of staff, time, space, equipment		
	Discuss in buzz sessions opportunities for children learning independence.		
	Plan a schedule for a day in a child care service program. Use for introduction in class discussion concerning flexibility of the schedule. Consider: 1. changes in order of events. 2. timing opportunities for learning experiences.	Check schedules	
	Discuss how children can improve and discover new abilities through constructive use of tools.		
	Consider role of teacher in play.	Write reports of observation	
	Observe several nursery school teachers and children to determine the techniques used for free expres-		

Concepts - Content	Experiences	Evaluation	Resources
	sions in routine activities and play.		
II. Entrance Procedure a. readiness b. experiences 1. visits with parents 2. exploring alone 3. gradual introduction to group	Determine importance of a good comfortable start to help him look forward to new experiences, not fear them. Discuss importance of the child entering activities at his own speed. Consider how children can help plan new experiences. Point out how to make children feel secure.		Green, Majorie M., Wood, Elizabeth, A Nursery School Hand 1965; SierraMadre Community Nursery School Assoc. Calif. Read, Katherine, The Nursery School, Philadelphia, W.B. Saunders Co., 1966.
c. adjustment (made easier by understanding adult) d. relationship with family	Role play situation of entering child care service taking parts as parents teachers, and children. View film - "Starting Nursery School" outline major steps of day. View films: Children of Change, A pre-kindergarten Program New Haven.	Evaluate each other's part in role playing	Pre-School Guide, Colorado FHA Film - "Children of Change" N.Y.U. film Library, 71 Washington Square, N.Y. Film - "A prekindergarten Program, New Haven-Modern Talking Picture Service, Inc., 714 Spring St., N.W. Atlanta Georgia

GROUP RELATIONS

Objective: To help students develop knowledge and skills in working with children.

Objective: To help students develop knowledge and skills in working with children in groups.

Concepts - Content	**Experiences**	**Evaluation**	**Resources**
I. Value of group relationships 1. Builds feelings of self-confidence and adequacy 2. Helps children handle problem 3. Helps children get along with others 4. Children learn to share	List Pros & Cons of Group Living For Young Children Observe a group of children to see how they are able to adjust successfully. List reasons. Observe behavior and development of different age levels. Record behavior, use for class discussions. Discuss why the needs of some children cannot be met in group situations.		
II. Guidance techniques 1. Accepting child 2. Promoting positive feelings 3. Determining where to interfere	Observe the teacher's efforts to learn how to handle situations. of hostility and agressiveness. Write a short summary and discuss. Record observations, using observation outline.		
	View and discuss film "When should Grownups Stop Fights?"		Film "When Should Grownups Stop Fights?" Modern Talking Picture Service, Inc., 714 Spring St., N. W. Atlanta, Ga.

Objective: To help students develop knowledge and skill needed to guide routine activities in child care services.

Concepts - Content	**Experiences**	**Evaluation**	**Resources**
I. Helping children in routine situations A. Toileting 1. experiences in the toilet room 2. procedures that are constructive 3. establishing a schedule 4. problems 5. self-directing 6. teacher's role 7. parent's attitude	Discuss value of toilet training Examine toilet room facilities. Discuss problems in the toilet situation a. adult attiudes and standards b. effect on areas of behavior Observe process of routines of child care class.	Evaluate effectiveness based on child development.	
B. Mealtime 1. eating patterns 2. management of meal period 3. value to child 4. building attitudes toward food and eating essentials.	Observe children at mealtime. Note procedures in serving children - size of portions - variety - skill in self feeding - role of teacher Role play the nursery school situation at mealtime. View bulletin "Food for Groups of Children Cared for During the Day". List procedures for building attitudes toward mealtime. View film - Food as Children See It Study Nutrition kit prepared for Headstart programs. Discuss ways to help children develop good eating habits.		Food for Groups of children cared for during the day. Film: "Food as children see it" American Dairy Council.

Concepts - Content	Experiences	Evaluation	Resources
	Point out ways to introduce a new food to make food interesting and promote a pleasant mealtime atmosphere.		Filmstrip: "Feeding Habits"
C. Dressing	View filmstrip: "Feeding Habits"		
1. selection of clothing	View filmstrip: "Selecting Children's Clothing".		Filmstrip: "Selecting Children's Clothing" - Sears, Roebuck, & Co. Chicago, Ill. or Ponce de Leon Ave. Atlanta, Georgia
2. styles for comfort and health	Examine children's garment for quality and style.		
3. care	List suitable clothes for two, three, four years of age, consider aspects as: self help, comfort, ease in care for garments.		
D. Washing 1. individual equipment	Discuss ways to help children learn how to take care of their clothes.		
2. routine	Observe self-help situations in dressing Demonstrate the procedure for washing hands. Observe teacher and children in washing routine.		

DESIRABLE CHARACTERISTICS FOR PROGRAMS

Objective: To develop an understanding of the desirable characteristics for programs for young children.

Objectives: To help students develop knowledge and skill needed to guide children's program.

Concepts	Experiences	Evaluation	Resources
I. Play Activities for Children	Define play		Handbook for Teachers and Parents: Greene and Wood Sierra Madre Community Nursery School Assoc. Sierra Madre, California
A. Value of play Aids physical development	Cite learning experiences derived from play activities View film "Children's Play"		Play - Children's Business: ACEI Bulletin, 3615 Wisconsin Ave., Washington, D.C.
Helps child get along with others Helps child learn to solve problems Helps child express himself	Discuss observations in light of what students have already learned about development of children. Refer to previous notes made on observation sheets.		Living and Learning With Children: Smart and Smart Houghton-Mifflin Co., N.Y.
Releases excess energy	Observe small children in Child Care Centers	Observation reports.	Play is the Business of Children, ACEI, 315 Wisconsin Ave., N.W. Washington
Helps develop self confidence Helps develop social skills Helps develop concepts	Summarize observations and cite examples how play contributes to acceptable behavior: sharing, taking turns, cooperating, respect for belongings of others.		Child Care and Guidance: Goodspeed, Mason, Woods. Lippincott, N. Y., 1948
Releases tension and emotions Aids in problem solving	Relate experiences with small children that point out how children play.		Play is Learning: Cornell University, Film Library New York
	View film: Play is Learning		"Guide for Establishing and Operating Day Care Centers for Young Children". Child Welfare League of America, Inc., New York.
B. Toys and Equipmen 1. Selection of toys	Discuss the selection of toys and develop criteria for choice of toys for a pre-school child.		

Concepts - Content	Experiences	Evaluation	Resources
	Observe children in play and check the toys used most often. Decide why these toys were most used.	From a display of toys, evaluate them as to suitability for children's play.	"Equipment and Supplies", ACEI 315 Wisconsin Ave., N. W., Washington, D. C. Pre-School Guide, Colorado FHA, State Dept. of Education Denver, Colorado.
2. Equipment for use in Child Care Centers: a. block area b. art center c. housekeeping corner d. music activities e. book corner f. manipulative play g. dramatic play h. outdoor play	Discuss the equipment needed in the areas of activities. List the basic equipment and the equipment that could be supplementary.		
C. Types of play activities 1. quite - active 2. indoor-outdoor 3. individual-group 4. freeplay-guided play	Discuss the need for the different types of play. Observe situations of different types of play. Develop activities which can be used for different types of play. Practice leading play activities for children groups.		

Concepts - Content	Experiences	Evaluation	Resources
	Consider the need for free play and guided play.		
	Discuss the role of the teacher in both free and guided play.		
D. Stages of play	Discuss the arrangement of play equipment for the kinds of play.		
Solitary Parallel Cooperative	Review the stages of play and give examples of each from personal experiences and child care center observation.		
	Work in groups. Report on kinds of play and their relationship to development.		
E. Dramatic play	Discuss values of dramatic play. 1. Enables teacher to gain better insight into: (a) children interpretation of situations (b) children's feelings 2. Afford children fun and pleasure (a) relive experiences (b) clarify experiences (c) helps children better understand environment (d) relieves anxieties and tensions		Hartley, Frank, Goldenson Understand Children's Play Columbia University, New York, 1952

Concepts - Content	Experiences	Evaluation	Resources
	(e) satisfies emotional needs (f) provides social control		
F. Manipulative play	Prepare a display of manipulative toys. Discuss use of toys. Students use manipulative toys themselves.		
	Demonstrate teacher's role in helping children to use toys. 1. Using small muscles: (a) toys (b) puzzles (c) peg boards (d) large beads (e) trucks (f) take apart telephones		
	Value 1. Helps in coordination 2. Provides opportunities for quiet play. 2. Using Large Muscles: (a) Indoor 1. Climbing apparatus 2. Hollow Blocks (b) Outdoor 1. Wheeled toys 2. Climbing 3. Sand		

Concepts - Content	Experiences	Evaluation	Resources
G. Children's Literature	Ask the school librarian to discuss the guides for selecting and reading children's stories and poems.		
1. Stories & Poems (a) selecting	Guides for selecting books. Simple picture books about familiar things. a. children, families b. people they see and know c. animals d. transportation e. select stories with suitable pictures and actions f. choose a story suited to children's age		
	Have a question and answer period		
(b) reading or telling stories	Study guides for telling stories to children. a. know the story b. tell it simply, directly, and with feeling. c. speak softly in a clear quiet voice.	Use Tape Recorder	Recorded Stories
2. Conversation			"Telling Stories to Children". Audio-Visual Edu. Center, Ann Arbor, Mich.
3. Flannel board stories			
4. Correlating with music & dramatics	Have each girl tell stories to class. Record these stories on tape. View film"Telling Stories to Children"		

Concepts - Content	Experiences	Evaluation	Resources
H. Music 1. Value	Consider the following values of music: 1. Helps a child express - his feelings - his emotions 2. Helps a child find a creative outlet for energies 3. Enriches child's spirit 4. Develops body		Barrett, Mary, "Living Music With Children" (pamphlet) National Assoc. for Nursery Education. University of Rhode Island, Kingston, R. I. Shelby, Emma D., There's Music in Children (Same address as above)
2. Areas a. singing finger play poem	List songs that are suitable for nursery school children.		Equipment and Supplies - ACEI Bulletin, ACEI, 315 Wisconsin Ave., N.W., Washington, D. C.
b. rhythmic activities jumping crawling stretching bending walking hopping	Dramatize finger play. Suggest ways for using finger play. Role play situations where children use finger play and poems. Demonstrate a rhythmic activity.		
c. rhythm instruments, drums temple blocks cymbols bells rattles sand blocks rhythm sticks piano			
d. Listening (1) records	Invite guests artist to visit class.		

Concepts - Content	Experiences	Evaluation	Resources
(2) musical instruments e. Musical games			
f. Teacher role	List responsibilities for the teacher		
I. Art a. Value	Consider the following values of art: a. help to develop independent thinking b. help to clarify and understand the world around him c. help to make him sensitive to his environment d. help him to have experiences with other materials e. help him to develop muscle coordination f. help him express himself		Louis, Hoover, Davis, Art activities for Young Children Three to Six Years Victor D'Amico, Art for the Young Child Three to Five Years. The Museum of Modern Art-11 West 53rd Street, New York 19, New York
	Discuss how children grow through art.		Art and Craft Materials Teaching in the Nursery School, Moore and Richards New York, Harper, 1959
	Discuss how to help children develop their own techniques and experiences.		
	Report on age levels of drawing as scribbling and realism.		
	Make a list of basic materials needed for art experiences.		

Concepts- Content	Experiences	Evaluation	Resources
b. Media 1. Kinds 2. Use	Practice making modeling mixtures, finger paints, paste and glues to give students a better understanding of why these materials are used.		Science and the Young Child ACEI, 315 Wisconsin Ave., Washington, D. C.
J. Science and Nature Study	Have a walk around the block to observe world of nature.		
Weather World About Us	Plant seeds		
Improved Observation Scientific Process	Collect items for science table.		
K. Supervision of play activities	Consider the role of the teacher: a. keep children safe b. help children find their place in a group c. grow in awareness of others d. face crisis 1. separation from parents 2. illness e. redirect children play f. manage conflicting situations g. help children make choices h. help people make choices i. develop ways of constructive and effective discipline that leads of self-discipline		The Nursery School, Read, Katherine. 4th Edition Philadelphia, W. B. Saunders Co., 1966 Guide for Establishing and Operating Day Care Centers for Young Children. CWLA Page 48-50. Child Welfare League of America, Inc., New York
	List teachers responsibilities for supervising play activities.		

EQUIPMENT AND SUPPLIES

Objective: To develop an awareness of physical facilities in child care services and how they meet the needs of children.

Objective: To develop an awareness of physical facilities in child care services and how they meet the needs of children.

Concepts - Content	**Experiences**	Evaluation	Resources
I. Equipment and Supplies A. Identification (1) Terminology	Visit a Child Care Center and observe and record names and uses of equipment and supplies. Read selected references. View and discuss film "Little World" Study supply and equipment catalogues.*	Quiz on correct names of equipment and supplies.	Todd and Hefferman, The Years Before School, New York, MacMillan Co., 2nd Printing, 1965 Read, Katherine, The Nursery School, Philadelphia W.B.Saunders Co., 4th Ed, 1966. Film: "Little World", Sources: Bulletin 1. Bank Street College, N.Y. 2. ACEI, 315 Wisconsin Ave. Washington, D. C. 3. Child Welfare League of America, N.Y. 4. National Education Assoc. of the United States, 1201 16th St., N. W. Washington D. C.
(2) Quantity (3) Quality	Discuss desired quantity and quality of equipment & supplies. Include aspects of budgeting. Establish criteria to evaluate quality and quantity of equipment and supplies. Revisit child care center and use evaluation device. Visit selected equipment and supplies for a group of pre-school children. Justify choices made.	List selected equipment and supplies for a group of pre-school children. Justify choice made. Ability to apply criteria established.	

* appendix - see references

Concepts - Conter	Experiences	Evaluation	Resources
B. Use of equipment and supplies. (1) Meeting child's needs.	View film "Starting Nursery School" and discuss child's involvement in indoor and outdoor equipment. Read, review and discuss enhancement of child's need through use of equipment.	Understanding of needs of children being met through use of equipment or supplies as noted through observations.	Film: "Starting Nursery School". New York Univ., Film Library, 71 Washington Sq. New York.
	Observe a group of children using equipment		Read, katherine H., The Nursery School, Chapter 3
	Observe technique of teachers to use equipment to meet needs of children.		"Play - Children's Business" - ACEI Bulletin 315 Wisconsin Ave., Washington, D. C.
	Discuss use made of equipment by children.		Todd and Hefferman, The Years Before School N.Y., MacMillan Co., 1964 (Chapter 4)
	Discuss skills and techniques of teacher in use of equipment to meet needs of children.		
	Determine ways to encourage children to use varied forms of supplies and equipment.		Pre-school Guide - Colorado FHA, State Dept. of Education, Denver
(2) Limits set (safety) (3) Variations of use	Determine limits in use of equipment and supplies. Discuss reasons for these limits.		
II. Improvised equipment A. Construction	Select pieces of equipment and determine various ways they could be used.		

Concepts - Content	**Experiences**	Evaluation	Resources
B. Use	Examine equipment that has been home made. View film "A pre-kindergarten program" Evaluate the equipment as to cost construction & serviceability" Make pieces of equipment to be used in child care centers.		"A Pre-Kindergarten Program" New Haven,"Modern Talking Picture Service Inc., 714 Spring St., N.W.,Atlanta, Ga.
III. Arrangement and Use of Space. A. Indoor B. Outdoor			
IV. Care and maintenance of equipment	Visit day care centers to note arrangement of indoor and outdoor equipment to use available space. Study the finishes used on equipment. Determine ways of caring for equipment. Plan a schedule to follow to keep equipment in condition.	Laboratory test on maintaining equipment	

TYPES OF SERVICES

Objective: To develop knowledge of and skill in using community services.

Objectives: Develop knowledge of and skill in using community services.

Concepts	Experiences	Evaluation	Resources
A. Types of services available	Demonstrate techniques: students interview various community leaders to become familiar with services rendered.	List agencies and check (x) type of service or services each gives to CDC.*	
A. Health and Safety Public Health clinics 1. Fire department 2. Law enforcement 3. Special health referrals	Find out the types of services available in the community. Determine which of these are being used by the Child Development Center. Review case studies of physically and mentally handicapped. Discuss procedures to use in working with these children.	From your observation of the Day Care Center Check (x) the degree of use the center make of these agencies.* Identify contributions which best describes the services of the agencies listed.*	
B. Education 1. Public schools 2. Child guidance clinic	Have first grade or kindergarten on bride the gap between the home and school.		
C. Welfare 1. Public (Tax supported) a. social services b. family services c. public agency case worker		*See Appendix	

Concepts	Experiences	Evaluation	Resources
2. Private a. community chest b. church			
B. Contribution of Services to Center A. Resources B. Protection C. Work experience D. Employment opportunities	Symposium composed of representatives from: Health Department Law enforcement Welfare Family Services "Contribution of community serservices to Day Care Center"	Summarize symposium information for class file.	
	Observation of private and community DCC. Discuss how programs are developed to promote principles of child development.	Set up criteria for DCC which a mother might use in deciding whether to use if for her child. Suggest guidelines for a family to use in order to request help from a community service. Center prepare a list of agencies and addresses to be used with family conferences.	Guide for Establishing and Operating Day Care Centers for Young Children CWLA. Child Welfare League of America Inc., N. Y. Directory of Agencies within community.

EMPLOYEE CHARACTERISTICS

Objective: To develop awareness and understanding of characteristics of a good employee in child care services.

Objective: To develop awareness and understanding of characteristics and qualities of a good employee in Child Care Service.

Concepts - Content	Experiences	Evaluation	Resources
I. Characteristics and qualities of a good employee.	Discuss good grooming as an essential for employment.	Interest shown in being well groomed and appropriately dressed at all times.	Films: 1. Body Care and Grooming 2. How To Be Well Groomed 3. Posture 4. Posture & Exercise 5. Sitting Right
A. Personal Qualities	View and discuss one or more films on body care and good grooming.		
1. Clean and well-groomed 2. Appropriately dressed	Demonstration by class members as to correct and incorrect grooming, posture, and dress.		Secured from State Board of Health Atlanta, Ga.
3. Holds a current health certificate	A nurse speak on the importance of Good Health and how to secure a Health Certificate.	Students receive health certificates.	Chapman, Edward, Your Attitude Is Showing, Chicago Science Research Associates 259 E. Erie St., Chicago Ill.
4. Uses good English in speaking or writing.	List traits of a good conversationalist.	Reports made to class of personal improvements and others to be worked on until results are satisfactory with each individual.	MacGibbons, Elizabeth, Fitting Yourself For Business New York: McGraw Hill Book Company, 1961 pp. 265-279
5. Practices acceptable social skills and behavior	Compile list of needed improvements and work toward personal improvement in these areas.		
6. Has good attitude	Discuss the importance of child care personnel practicing acceptable social behavior and skills at all times.		
	Read all available material on attitudes.		
	Discuss how a person's attitude toward work influences those with whom he works.		

Concepts - Content	Experiences	Evaluation	Resources
	Consider how employees attitudes towards their jobs affect the work climate and the performance of the job.		
	Consider how attitudes are developed as a person thinks about and reacts to his experiences.		
	Make a list of positive attitudes and list of those termed negative. Discuss the importance of positive attitudes as related to good work habits.	Explain what is meant by the statements: a. Her attitude is excellent. b. I don't like her attitude.	
	Discuss how a person may analyze and change negative attitudes as a part of his occupational preparation for job success and promotions		
	Analyze own positive and negative attitudes and work toward self improvement.	Write a brief paper on positive attitudes. Explain what is meant by positive attitude and why such a high value is placed on it by employers.	
7. Employee etiquette a. Use of telephone during work hours b. Method of addressing employer & other employees	Class panel discuss the Importance of Employee Etiquette.		
	Compile list of employee etiquette to be observed at all times.	Reports of improvements made and others being worked on.	

Concepts - Content	Experiences	Evaluation	Resources
c. Separation of personal and professional life.		Summary of suggestions stressed by the panel.	
B. Personality factors 1. Cheerful 2. Friendly 3. Socially well adjusted 4. Sympathetic 5. Patient 6. Understanding 7. Tactful 8. Sincere 9. Loyal 10. Good sense of humor 11. Honest 12. Agreeable disposition 13. Emotionally mature	Read and discuss methods developing desirable personality traits. List five main personality traits that are essential in working with children. Set up a personality rating scale and check self. Ask two other class members to check each other; see how well the ratings agree. List five or more undersirable personality traits that you intend to improve or eliminate. Invite a speaker to talk to the group on the characteristics of maturity and how this promotes efficienty and high morale on the job. List some of your immature characteristics.		Henry, William E. Planning Your Personality. Chicago: Science Research Associates 259 E. Erie St., Chicago, Ill. Sinick, Daniel, Your Personality and Your Job. Chicago: Science Research Associates (Same address as above) Newton, Green, How To Improve Your Personality. New York: McGraw Hill Book Co. Inc., 1963 Film: Posture and Personality State Board of Health. Atlanta, Ga. Memminger, William C. Growing Up Emotionally. Chicago: Science Research Associates. 259 E. Erie St., Chicago Ill.

Concepts - Content	**Experiences**	**Evaluation**	**Resources**
	Work toward self improvement in these areas.	Reports made in class on self improvement of immature traits and other planned improvements.	Film: "Personality and Emotions". State Board of Health. Atlanta, Ga.
	Show several films as they relate to the lessons.		Film: "Emotional Health". State Board of Health. Atlanta, Ga.
	Follow with class discussion		
C. Work Habits 1. Initiative 2. Intelligent follows directions 3. Responsible 4. High Standards of Work 5. Work areas neat and orderly. 6. Anxious to learn 7. Accurate with work habits 8. Observes policies of the child care center in regard to: a. tardiness b. sick leave c. vacations	Read available materials on characteristics and qualities of a child care employee		Peake, Miriam M., A Job For You. New York: Scholastic Book Services.
	Panel of child care employers discuss What Qualities They Expect of Their Employees.	Summary of information given by the panel	MacGibbons, Elizabeth G. Fitting Yourself For Business. New York: McGraw Hill Book Co., Inc.1961
	Prepare posters and bulletins boards on desirable qualities of child care employees.		Northy, James C., What Employers Grant. Chicago: Science Research Associates 259 E. Erie Street., Chicago, Ill.
	Compare the success of a person who wants to learn a job with one who expects to be told what to do.	Summary of information gained.	
	Discuss importance of accuracy in all phases of child care employement.		
	Discuss ways of improving accuracy.		

Concepts - Content	**Experiences**	**Evaluation**	**Resources**
D. Relationships 1. With Employer a. respect for employer and staff members b. respects authority c. follows channels of authority d. accepts criticism well e. admits own errors readily f. conducts herself according to established policies g. uses correct title h. maintains loyalty i. has self-confidence j. others	Study available materials of relationships Identify types of human relations which a child care employee may encounter as: a. Director - employer b. Employee - employer c. Parent - employer d. Parent - employee List reasons why employees may be dismissed and why they may voluntary resign their jobs. Interview several child care employers as to What They Expect of Their Employees Regarding Relationships. Interview employees of several child care centers as to Their Relationship With Their Employers. Develop a check list from findings. Invite a personnel director to talk to the group on Why Employees are Dismissed or Terminate Their employee.	Summary of information given by personnel director	Beery, Mary, Guide To Good Manners Chicago: Science Research Associates 259 E. Erie St., Chicago Hertz, Barbara V., Where Are Your Manners. Chicago: Science Research Associates (Same address as above) Wrenn, Gilbert A., How To Increase Your Self-Confidence. Chicago: Science Research Associates. (Same address as above)

Concepts - Content	Experiences	Evaluation	Resources
	Compare list with the list the resource person gave. Check list as to the number of times the reason involved personal relations of the employee.	Results of discussion which summarized learnings.	Shacter, Helen, Getting Along With Others. Chicago: Science Research Associates 259 E. Erie St., Chicago,
3. With Employees a. works well with others b. respectful and considerate of the property and rights of others. c. manages time well with other employees d. tactful in dealing with others e. dependable f. courteous g. tolerant h. others?	Interview child care employees as to How They Maintain Good Working Relationships With Their Co-workers Make class reports on information received through the interviews. Discuss in class. Write a paper on the Importance of Harmonious Relationships Between Employees.	Summary of information from papers.	Weitzman, Ellis, Growing Up Socially. Chicago: Science Research Associates (Same as above) Memminger, William C., Making and Keeping Friends. Chicago: Science Research Associates. (Same as above) Christianson, H., et al The Nursery School. Boston: Houghten-Mifflin Company.
E. Essential Characteristics of child care employees	Role play several situations in which a child care employee communicates well with children.		Hammond S. et al Good Schools for Young Children. New York: MacMillan Co.

Concepts - Content	Experiences	Evaluation	Resources
1. Has a love for children 2. Enjoys working with children 3. Has ability to communicate with children	Role play a situation when communication techniques were used in communicating. Compile a list of desirable techniques in communicating with children.		
a. Uses simple sentences b. Uses good English c. Speaks slowly and distinctly	Dramatize a situation when a flexible employee makes a good adjustment to a poor situation which suddenly occurs. Study and discuss Safety For Children.		
4. Establishes and maintains information in strict confidence 5. Is a flexible person makes adjustments easily 6. Good emotional and physical health 7. Is alert at all times 8. Others	View and discuss a film on Safety for Children. Invite a qualified person to talk to the class on Safety for Children vs. Hazards for Children. Prepare safety posters which may be displayed in a child care center. From observations make a report on safety practices followed by child care employees in caring for young children.		

CHARACTERISTICS OF A SUPERVISOR

Objective: To develop knowledge and skill in working with people and supervising others.

Objective: To develop knowledge and skill in working with people and supervising others.

Concepts - Content	**Experiences**	**Evaluation**	Resources
I. Desirable characteristics of a supervisor. A. Employment responsibilities. 1. Adjusts easily to difficult situations. 2. Works well under pressure 3. Is well organized. 4. Has high standards of work 5. Is accurate with work details 6. Is an intelligent person 7. Assumes added responsibilities well. 8. Has ability to put into practice the principles and techniques of supervision. 9. Others.	1. Study available materials on desirable qualities of a supervisor. Discuss in class.		JDC Guide for Daily Care Centers, Joint Distribution Committee Superintendent of Documents, Gov't Printing Office, Washington, D.C.
	2. Have a resource person talk to the group on How to Make Supervision Effective.	Summary of information given by resource person.	
	3. Role play a situation illustrating poor supervision techniques being used with child care employees.		
	4. Compile a list of desirable supervision techniques.	Summary of knowledge gained in regard to desirable supervision techniques.	

Concepts	Experiences	Evaluation	Resources
B. Supervision of employees 1. Patient and tolerant	Discuss observation made in a child care center and note how the supervising person worked with the staff		
2. Tactful in giving constructive criticism	Make observation reports to class.		
3. Able to bring out the best in others	Composed member talk on Supervision of Employees in a Child Care Center.		
4. Radiates joy and happiness in working with others 5. Respect for others 6. Pleasing personality. 7. Emotionally mature and well adjusted.	From available materials, observation and other resources compile a list of desirable characteristics and qualities of a supervisor.	Summary of knowledge and principles gained.	

PERSONAL AND PROFESSIONAL DEVELOPMENT

Objective: To develop an awareness of and respect for personal and professional development.

Objective: To develop an awareness of and respect for personal and professional development.

Concepts- Content	Experiences	Evaluation	Resources
I. Personal & Professional Development A. Personal 1. Physical 2. Intellectual 3. Dual role of employees a. homemakers b. wage earner	Study available resources materials on the various phases of personal development. Use a forum made up of class members and present the material to the group. Have a mother of a young child talk to the group on the dual role of the homemaker.		JDC Guide For Daily Care Centers. Joint Distribution Committee. Superintendent of Documents, Gv't Pringtin Office Washington, D. C.
B. Professional 1. Member of professional organizations. a. National (1) The association for Childhood Edu. International ACEI. (2) The National Assoc. for Edu. of Young Children NAEYC (3) Child Welfare League of America-	Talk by a resource person on the importance of Belonging Professional Organizations, and the Benefits and Services to be received from them.	Summary of information given by the resource person.	Hammond, S. et al Good Schools For Young Children. New York: MacMillan Company. pp. 77-81

Concepts - Content	Experiences	Evaluation	Resources
CWLA (4) National Committee on Day Care b. Regional (1) Southern Assoc. for Children Under Six-SACUS c. State d. Local			
2. Member of Community Organizations. a. Church b. Civic clubs c. Others	Discuss the importance of child care personnel belonging to community organizations.		
3. In Service Training Program. a. Subject matter b. Workshops c. Institutes	Survey the types of inservice training programs available to child care personnel. Report findings to class.	Summary of knowledge gained through the survey.	Neff, Mary V. Ethics For Everyday Living. Chicago: Science Research Associates 259 E. Erie St., Chicago
C. Professional Ethics. 1. On the job a. employees b. Staff			

Concepts - Content	**Experiences**	**Evaluation**	**Resources**
c. children and families	Study available materials on professional ethics.		
2. Keeps problems in confidence a. discuss children only in class or conference. b. have staff conferences for discussion of children's problems c. have parent conferences, individual or group for discussion of problems	Have a panel composed of class members discuss the topic Professional Ethics a Necessary Tool in Today's Advancements and Promotions	Summary of information learned on professional ethics.	
D. Becoming Employed 1. Making application	Ask the business education teacher to speak to the group on Letters of Application for Employment.		Kitson, Harry D., I Find My Vocation. New York: McGraw Hill Book Company, pp. 185-217.
2. Application forms 3. Letters 4. Recommendations 5. Personal interviews	From the "Help Wanted" column of a newspaper select an advertisement to fill a position. Write a letter of application for the position. Ask the business education teacher to check letter for correct information and details	Sample application letters written by class members	MacGibbons, Elizabeth G. Fitting Yourself for Business New York: McGraw Hill Book Co. pp.120 - 225.

Concepts - Content	Experiences	Evaluation	Resources
	Obtain services of employment office to discuss application forms and to explain common errors in job applications.	Summary of information given by resource person.	Superintendent of Documents Getting Hired, Getting Trained Superintendent of Documents, Gov't Printing Office, Washington, D.C.
	Write an advertisement for the "Position Wanted" column of a newspaper, asking for a job in a child care center.	Sample of "position wanted", advertisement written by class members.	
	Get sample application forms from various employers. Study forms and discuss these in class.	Interest of the group shown in making comparisons of the various type of job application forms.	
	Role play a situation of the proper approach to securing letters of recommendations.	Summary of information from role playing a situation in regard to securing letters of recommendations.	
	Demonstrate an interview between two class members one acting as an employer and the other as an applicant, for position requesting a recommendation.		
	Explain the statement "That Getting A Job is Selling Yourself".		
	Talk with several friends who are now employed. Find out how they obtained their positions	Interest of the group shown in wanting to learn the correct methods to follow in securing a job.	

Concepts - Content	Experiences	Evaluation	Resources
	Contact a person who obtained a position through an employment agency. Ask her to tell you about the experience.		
	Discuss above experiences in class		
6. Policies and regulations. a. Legal aspects. 1. Social security 2. Income tax	Invite a resource person to speak to the group on the Legal Aspects of the Program Regarding Social Security and Income tax	Summary of information given by resource person.	
b. Fringe benefits 1. Hospitalization 2. Insurance 3. Illness benefits 4. Retirement 5. Vocations 6. Others	Have a director from a child care service explain the Fringe Benefits Employees may expect if employed in a Child Care Program.	Summary of new information learned in regard to fringe benefits of employment in child care services.	
E. Promoting and Advancements. 1. In-service training program a. workshops b. institutes c. short term courses	From various resources secure information as to promotions and advancements Share information with class through group reports.	Compliation of information received in regard to positions available and the responsibilities of the various positions.	

Concepts- Content	Experiences	Evaluation	Resources
d. conferences e. Others 2. Promotions 3. Advancements	Compile a chart of the various positions, responsibilities, and other pertinent information.		

APPENDIX

I. Sample Evaluation Instruments

II. Bibliography

  A. Curriculum Content References
  B. Teacher References

III. Laboratory for Child Care Services

I. Sample Evaluation Instruments

Follow-Up Questionnaire
for
Child Care Services Program
Date__________

Directions:____________________school is interested in the progress of its former students. Would you please answer each of the following questions to the best of your ability. This information will be used to improve the program and give direction for future programs. Any personal information will be kept confidential. Please return by:__________

I. Personal data
  A. Name______________________ Home Address____________________________
  B. State any changes in your name or address since completion of program. ____
  C. School attended______________________________________
  D. Date of completion of course__________ Date of employment________
  E. Place of employment________________ Address__________________
  F. Job title__________________________ Wages per hour__________
  G. Working hours__________ Job Responsibilities__________________
  H. If you have held other jobs since completion of the course, answer the following questions:
    1. Number of jobs held since graduation or completion of course_____
    2. List jobs held______________________________________
    3. Give reason for leaving last job__________________________

II. Evaluation of program
  A. How did your child care services course work help you on your job?
  ____
  ____
  ____
  B. Do you have suggestions for improvement, or changes in the program?
  __________If so, discuss______________________________________
  ____
  ____
  C. Did you have difficulty in securing employment in the field for which you were trained?______________________ Describe______________
  ____
  ____
  D. Do you feel the need for in-service training?__________________
  If so, what?____
  ____
  E. Comments:

Objective: To develop an understanding of desirable attitudes toward children.

Course______________________________Date_______________

Name____

What Are My Attitudes Toward Children?

Directions: Ask yourself how you respond to the following statements. Write yes, or no or sometime in each blank. Do you:

____________________ See the child as an individual.

____________________ See the child as a "little adult".

____________________ See the child as a "doll" or play thing.

____________________ Show a genuine desire to learn and understand more about the behavior patterns of children.

____________________ Accept the child, even though he often may not act according to my ideas.

____________________ Regard the child's behavior as suitable to his ability.

____________________ Respect the rights and feelings of the child.

____________________ Let him be free to express ideas without fear of ridicule.

____________________ Give him freedom plus responsibility.

____________________ Realize that a child has limitations.

____________________ Understand that a child should be free to grow and develop at his won rate with encouragement.

NAME ____________________________

Date ____________________________

Contributions of Agencies

Directions: Identify contribution(s) which best describes the services of the agencies listed.

CONTRIBUTION	AGENCIES					
	Welfare Dept.	Health Dept.	Community Services	News Media	Educational Inst.	Government Agencies
1. Resource for solving special problems of families.						
2. Communicate about jobs available.						
3. Provide names and contact with people who need help.						
4. Help plan program content.						
5. Advise on needs of people and direction of program.						
6. Provide resource persons.						
7. Provide resource materials.						
8. Provide criteria for establishing definition of family needs.						
9. Provide prestige and influence to the program.						
10. Maintain contact about individuals involved.						
11. Offer incentive in program.						
12. Provide supporting programs for youth(health, etc.)						
13. Help determine trends.						

(Continued)

CONTRIBUTION	AGENCIES					
	Welfare Dept.	Health Dept.	Community Services	News Media	Educational Inst.	Government Agencies
14. Support program by informing public.						

NAME ____________________

DATE ____________________

Community Agencies and Type of Services Rendered

Directions: List agencies and check (X) type of service or services each gives to CDC

	USE			
AGENCIES	Health	Safety	Education	Welfare

NAME______________________________

DATE______________________________

Use of Community Services

Directions: From your observation of the Day Care Center, check ( ) the degree of use the Center makes of these agencies.

Services	Never	Sometimes	Often	Comment
Welfare Dept.				
Health Dept.				
Community Serv.				
News Media				
Educational Inst.				
Government Agen.				

Name______________________________

Class______________________________

Date______________________________

OBJECTIVE: To develop desirable work habits

A Check List For Work Habits

Directions: Place an X in the column that best describes your work habits.

Habits of Work	Often	Sometimes	Seldom
1. On Time			
2. Wear appropriate clothing			
3. Keep accurate records			
4. Follow instructions of director			
5. Show respect for director			
6. Use time wisely			
7. Conserve materials and supplies			
8. Use equipment wisely			
9. Consistent in work practices			
10. Practice high standards of work			
11. Check placement of equipment after use.			
12. Give full time expected			
13. Assume responsibility beyond what is expected			
14. Practice accepted social etiquette and job conventions			

NAME ______________________________

CLASS ______________________________

DATE ______________________________

OBJECTIVE: To develop desirable work habits

A Check List For Work Habits

Directions: Place "Yes" or "No" in the column that best describes your work habits.

	Day of the Week				
Habit of Work	M	T	W	T	F
1. On time					
2. Wear appropriate clothing					
3. Keep accurate records					
4. Follow instructions of director					
5. Show respect for directors					
6. Use time wisely					
7. Conserve materials and supplies					
8. Use equipment wisely					
9. Consistent in work practices					
10. Practice high standards of work					
11. Check placement of equipment after use					
12. Give full time expected					
13. Assume responsibilities beyond what is expected					
14. Practice accepted social etiquette and job behavior					

Name of Student________________________

Name of Center________________________

Date of Observation____________________

Objective: To develop an understanding of the skills needed in working with parents.

The relationship between the child, center staff and parents affects the child's growth. We learn from observing persons who work with parents.

OBSERVATION SHEET

The purpose of this device is to identify communication skills used with parents.

Directions: Below are some of the attitudes staff personnel express when they truly respect the child's family. Observe the relationship between the parent and staff member as a child arrives and/or leaves.

Communication Skills:

	Check time and If Skill was Exhibited				
	Arrival		Leaving		
	Yes	No	Yes	No	Record Evidences of Skill
1. Making parents feel at ease					
2. Listening attentively					
3. Getting parents to talk					
4. Using facial expressions					
5. Speaking so parents understand					
6. Respecting parents opinion					
7. Closing conversation of conferences					

II. Bibliography

A. Curriculum Content References

B. Teacher References

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Public Affairs Pamphlets - 22 East 38th Street, New York 16, New York.

How to Help Your Handicapped Child
How to Teach Your Child About Work
Democracy Begins in the Home
Working Wives and Mothers
Making the Grade as Dad
Mental Health is a Family Affair
How to Discipline Your Children
How to Tell Your Child About Sex
Comics, Television, Radio, Movies
Enjoy Your Child -- Ages 1, 2, and 3
Three to Six; Your Child Starts to School
Your Childs Emotional Health
Your Childs Sense of Responsibility
The Shy Child

National School Public Relations Association -- 1201 16th Street, N.W.,
Washington, D.C.

Happy Journey (handbook for parents whose child is about to enter kindergarten)

The Children's Medical Center -- 300 Longwood Avenue, Boston 15, Mass.

Johnny's First Visit to His Dentist

National Association for Mental Health Inc., -- 10 Columbus Circle, New York,
N.Y., 10019.

Fundamental Needs of the Child
You Don't Have to be Perfect - Even If You Are a Parent
Eating Problems of Children; A Guide for Parents
Keystones in Psychological Thinking About Young Children
Some Special Problems of Children -- Aged 2-5 Years
What Every Child Needs

Bank Street College of Education -- 69 Bank Street, New York, N.Y., 10014

Packet for Parents includes:

Angle on Toilet Training
Ages and Stages
Answering Children's Questions
As A Child Develops Emotionally
How Does It feel to be Bad

Learning to be Socially Acceptable
New Baby Comes to Our House
Personality in the Making
Responsibility Sealed to Size
This is the Nursery School
We Begin to Talk
But Won't You Spoil Them
What to Expect of a Young Child
The Act of Block Building

Mental Health Materials Center -- 104 East 25th Street, New York 10, N.Y.

1. Human Relations Aids - a division of M.H.M.C.
   American Theatre Wing Community Plays - What Did I Do?; Tomorrow is a Day; Random Target, Scattered Showers, Fresh Variable Winds, High Pressure Area and others.
2. Pamphlets - such as "Do Teenagers Have Wisdom?" "The Pre-Adolescent - What Makes Him Tick?" and others.

National School Public Relations Association - 1201 16th St., N.W., Washington, 6, D. C.

Janie Learns to Read
Sailing Into Reading

The Children's Medical Center -- 300 Longwood Avenue, Boston 15, Mass.

Johnny Visits his Doctor

Play Schools Association -- 120 West 57th Street, New York, N.Y. 10019

All in Play
Brief Encounters in Family Living

Superintendent of Documents -- Government Printing Office, Washington 25, D.C.

Prenatal Care
Your Child from One to Six
Infant Care
Adolescense
Child from Six to Twelve
Child Care Arrange
Food for Groups of Young Children Cared for During the Day
A Healthy Personality for Your Child
Children of Working Mothers
Guides to Welfare Agencies for the Development of Day Care Service
How Title V Social Security Act Benefits Children
Child Care Arrangements of Full Time Working Mothers

Parent's Committee -- Box 23, Ithaca, New York

I Went to the Hospital

American Medical Association -- 535 N. Dearborn Street, Chicago 10, Ill.

The Word You Can't Say
Is He Ready for Kindergarten?
Thumbsucking
Bad Habits in Good Babies
Calling All Parents

American Social Hygiene Association -- 1790 Broadway, New York 19, N.Y.

Your Child's Questions - How to Answer Them

New York State Society for Mental Health - 105 E. 22nd St., New York 10, N.Y.

Some Special Problems of Children - Aged 2-5 - Nina Ridenour
What Nursery School is Like - Doris Campbell

National Association for Nursery Education -- University of Rhode Island

"How to Distinguish a Good Nursery School"
"Living Music with Children"

Child Study Association of America, Inc., -- 9 East 89th St., New York 28, N.Y.

As Your Child Grows: The First Eighteen Months
Permissiveness and the Baby
What Makes a Good Home?
*How to Give Your Child a Good Start
Adolescent Years
*Pre-Adolescents: What Makes Them Tick?
Are Parents Worrying About the Wrong Things?
Behavior: The Unspoken Language of Children
Helping Bothers - and Sister Get Along
The One-Parent Family
Agressiveness in Children
And Then There Were Two
Doctors, Hospitals, Nurses and Children
Helping Your Child to Understand Death
How To Protect Children Against Prejudice
So You Are Adopted

TELEVISION: How to Use it Wisely with Children

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* Also available from Mental Health Materials Center, 104 East 25th Street, New York 10, N.Y. M.H.M.C.acts as a clearing house for other agencies.

The Controversial Problem of Discipline
The Many Faces of Prejudice
The Mother Who Works Outside the Home
The Why and How of Discipline
Understanding of Children's Fears
When Children Ask About Sex
Nursery School Education

ACEI, 315 Wis. Ave., N.W., Washington, D.C.

Primary Education-Changing Dimensions.
Play Is Children's Business
Play is the Business of Children
Equipment and Supplies
Science and the Young Child
What Are Kindergartens For?

Science Research Association, Inc. -- 269 E. Erie, Chicago, Ill. 60611

Guide To Good Manners, Mary Berry
Your Attitude Is Showing, Edward Chapman
Exploring Your Personality, William E. Henry
Where Are Your Manners, Barbara U. Hentz
Growing Up Emotionally and Making and Keeping Friends, William C. Menninger
Ethics For Everyday Living, Mary U. Neff
Getting Along With Others, Helen Shacter
Your Personality and Your Job, Daniel Siniek
Guide To Good Grooming, Patricia Stevens
Growing Up Socially, Ellis Weitzman
What Employers Want, James C. Worthy
How to Increase Your Self-Confidence, Gilbert C. Wrenn
Self-Understanding

Child Welfare League of America, Inc. -- New York

Day Care Service For Families with Mothers Working at Home
The Function of the Case Worker In Day Care Centers
Day Care: A Mental Health Intervention
A Guide For Teacher Recording In Day Care Agencies
Guide to Standards for Day Care Service
Guide to Establishment and Operations of Day Care Centers for Young Children

National Education Association

Kindergarten Today

National Kindergartens Association

About Kindergartens
Stevies Kindergarten Day

National Mental Health Foundation -- 1520 Race Street, Phil., Pa.

Some Special Problems of Children
Children In a Changing World State Reports on Children and Youth
Guiding Our Children

If Your Child Is Going To A Day Care Center, Georgia Department of Family and Children's Services.

Safety Through Growth, Georgia Department of Family and Childrens Health Services.

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Training Home Economics Programs Assistants to Work with Low Income Families, Federal Extension Service Pa 681, Dept. of Agriculture, Superintendent of Documents, Washington, D. C. 20402

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"Children of Change", International Film Bureau

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"Little World", Health and Welfare Center, Day Care Council, New York.

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"Posture and Exercise", State Building of Health

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"Starting Nursery School", New York University, Film Library, 71 Washington Square, S.N.Y.

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Prepared by: Dr. Ruth J. Dales, Professor
Florida State University

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Georgia Home Economics Association, 1960.

Name	Author	Reorder From
A Formula for Child Safety		Metropolitan Life Ins. Co.
A Guide to Successful Fatherhood	O. Spurgeon English Constance J. Foster	Science Research Assoc.
A Healthy Personality for Your Child	Katherine B. Ottinger	U.S. Dept. of Health, Education & Welfare, Pub. 337
Aggressiveness in Children	Edith Lesser Atkin	Child Study Assoc. of America
Avoiding Behavior Problems	Benjamin Spock	The New York State Society for Mental Health
Back to What Woodshed	Justine Wise Polier	Public Affairs Pamphlet - 232
Building Self-Confidence in Children	Nina Ridenour	Science Research Assoc.
Commonsense Feeding Habits for Your Baby	---	The Cream of Wheat Corp.
Eating Patterns of Children	A Guide for doctors and Nurses	The Nat'l Assn. for Mental Health
Eating Patterns of Children	A Guide for Parents	The Nat'l Assn. for Mental Health
Education for Responsible Parenthood	--	Health Publications Institute
Emotional Problems of Illness	Irene M. Josselyn	Science Research Assoc.
Exploring Children's Interests	G. Frederic Kuder Blanche B. Paulson	Science Research Assoc.
Fears of Children	Helen Ross	Science Research Assoc.
Getting Along in the Family	Jane Mayer	Bureau of Publications
Getting Along with Brother & Sisters	Frances Ullmann	Science Research Assoc.
Helping Boys and Girls Understand Their Sex Roles	Milton I. Levine Jean H. Seligmann	Science Research Assoc.
Helping Children Read Better	Paul Witty	Science Research Assoc.
Helping Children Solve Problems	Ruth Strong	Science Research Assoc.
Helping Children Talk Better	C. Van Riper	Science Research Assoc.
Helping Children Understand Sex	Lester A. Kirkendall	Science Research Assoc.
How to Discipline Your Children	Dorothy W. Baruch	Public Affairs Pamphlet-154

Name	Author	Reorder From
How to Live with Children	Edith G. Neisser	Science Research Asso
How to Tell Your Child About Sex	James L. Hymes, Jr.	Public Affairs Pamphlet - 149
Keystones in Psychological Thinking About Young Children	Nina Ridenour	The Nat'l Assn. for Mental Health
Lets Tell the Whole Story About Sex	Edward B. Lymen	American Social Hygiene Assn.
Money Management, Children's Spending	Martha Bennett King	Household Finance Corp.
Parents Tell Your Children	----	American Social Hygiene Assn.
Sex Education in the Home	----	Georgia Dept. of Public Health
Some Special Problems of Children Aged 2-5 years	Nina Redenour	The National Mental Health Foundation,Inc.
The Children We Teach	Nina Ridenour	Mental Health Materials Center
Understanding Hostility in Children	Sibylle Escalona	Science Research Assoc.
Understanding Your Young Child	-----	Metropolitan Life Ins. Co.
When Children Ask About Sex	staff	The Child Study Assoc. of America, Inc.
Your Children's Manners	Rhoda W. Bacmeister	Science Research Ass

D. ADDRESSES FOR RESOURCE MATERIALS

American Social Hygiene Association	1790 Broadway, New York 19, N.Y.
Science Research Associates, Inc.	259 East Erie Street, Chicago 11, Ill.
National Congress of Parents &	700 North Rush Street, Chicago, 11,
Teachers College, Columbia Bureau of Publications	525 West 120th Street, New York 27, New York
Institute of Human Relations, Community Relations Service	165 East 56th Street, New York 22, N.Y.
National Association for Education of Young Children	104 East 25th Street, New York, N.Y. 10010
Play Schools Association	120 West 57th Street, New York, N.Y. 10019
A..C.E.I.	3615 Wisconsin Avenue, Washington, D.C. 20016

An analysis is a cooperative venture. It is made by means of observations, interviews with workers, managers, and supervisors. It may be prepared by a teacher, manager, worker, or by occupational specialists and qualified professional personnel.

In making an analysis the job is first specifically defined. The definition includes the answers to these three questions:[2]

1. What is done?
   An analysis of what the worker does identifies the duties, tasks or functions performed by the worker.

2. How is it done?
   A description of how a job includes the skills and abilities needed by the worker.

3. Why it is done?
   An answer to this question identifies the knowledge, understandings, principles, attitudes required for successfully performing the job.

Junior College - A two-year college, public or private, awarding associate degrees. Curricula may be planned for transfer of credits to a 4-year college, or for specialized terminal programs.

Kindergarten - Usually a half-day educational program for 5 year olds.

Nursery School - Usually a half-day educational program for 3 and 4 year olds.

Observation and Participation - Observation and participation are a part of each program planned to help students develop an understanding of the world of work and requirements of the job for which he is receiving training. Observation and participation is necessary for each student to achieve these objectives.

Occupational Education - Preparation of individuals for entry into an occupation for gainful employment.

Post High School Programs - Training at the 13th and 14th years in an education program, whether in institutions as the junior college, community college, vocational-technical school, area vocational school, or an extended high school program beyond high school graduation.

Vocational-Technical Schools or Institutes - A school providing training for management or supervisory occupations at the semi-professional level. This School may or may not award degrees or certificates.

Work Experience - Work experience means a paid job outside the school, specifically related to the occupation being studied in the school. This work experience is under the supervision of both the employer and the teacher of the course.

[2] Employment Security Review, "The New Dictionary of Occupational Titles", Feb. 1963, by A.B. Eckerson.

LABORATORY FOR CHILD CARE SERVICES

APPENDIX

LABORATORY FOR CHILD CARE SERVICES

A child care center needs to be provided as a laboratory for child development students. Students need to see excellent programs, good equipment and skillful teaching under good close supervision to be adequately prepared for employment in the area of child development

I. Space allowance:

A. Inside

a. 75 square feet per child (20 children) - to allow 35 sq. ft. minimum per child, plus space for student-participation	1500 sq.ft.
b. Toilet facilities - 2 child-size toilets and lavoratories	50 sq.ft.
c. 3' x 5' kitchenette (all in one unit) or readily accessible food service area	15 sq.ft.
d. Isolation area	35 sq.ft.
e. Office space	300 sq.ft.
f. Inside area (10' x 20')	200 sq.ft.
g. Observation area (15 people)	160 sq.ft.
Total	2260 sq.ft.

B. Outside:

a. 100 sq. ft. per child (20 children)	2000 sq.ft.
b. Storage	100 sq.ft.
Total	2100 sq.ft.

C. Total space allowance:

a. Inside	2200 to 2400 sq. ft.
b. Outside	2000 to 3200 sq. ft.
Total	4250 to 5600 sq. ft.

II. Suggestions Regarding Location and Building Specifications:

A. Location:

a. First floor adjacent to outdoor play area

b. Outside entrance so that children can come directly into playroom rather than having to roam thru other parts of building.

c. Bathroom facilities within room or near
d. Parking area so that arrival and departure of children is not hazardous.

B. Building specifications:

1. Inside space should:
   a. meet local and state licensing standards, health and fine code for child care centers
   b. meet space requirements

   (Note: space needs to be allowed for student teaching use in addition to space required for children and program.)

   c. a classroom for lecture/laboratory work.
   d. facilities for preparing food for children.
   e. isolation area for child with special needs.
   f. storage space - program materials used daily - alternate and out of season equipment - teaching materials for students - student personal items - teachers storage - outdoor play equipment.
   g. bathroom facilities for children and adults.
   h. observation areas for students. One way vision to see:

      - block area
      - dramatic play area
      - art area
      - bathroom area
      - quiet activity area
      - manipulative play area

   i. constructed of sound absorbing materials - both ceiling and walls. Sound proof materials in exterior walls is desirable (children's program is noisy and may disturb other teaching activities.)
   j. flooring and walls - allow easy and inexpensive maintenance flooring - smooth and splinterproof - not highly waxed.
   k. Light and ventilation -
      (1) playroom should have windows for outside viewing.
      (2) ventilation without drafts.
      (3) provision for darkening room as naptime.
      (4) window area to be at least 10% of floor area of the room. Artifical lighting should be at least 25 to 35 foot candlepower.
   l. Heating and air conditioning-
      Child Welfare League standards indicate a temperature of 68° to 70° within 2 feet of the floor should be maintained for childrens playrooms.
   m. water supply and toilet facilities (desirable for water play, paints, drinking fountain) Sinks 24" - 26" high; Mirror over sinks.
   n. Kitchen facilities - separate from the playroom, yet located so that food can be transported readily, kept hot and be easily stored.

o. Room for isolation
p. Office and staff rooms - sufficient space for administrators and staff.

2. Outside space:
   a. 100-200 sq. ft. per child
   b. free from hazards and items which might be dangerous
   c. enclosed with gate not easily opened by child
   d. hard surface as well as grassy areas
   e. sunny and shaded areas
   f. good drainage

III. Equipment

A. Some Guides For Arranging Equipment in a Child Care Laboratory*

The climbing apparatus should be located in open space where children are free to use their bodies and where they can be easily supervised.

Children's lockers should be near the main entrance and be easily seen while they are playing. This gives security to the child that his belongings are safe.

The preferred location for the block corner is near the storage for outside equipment so the hollow blocks for both indoor and outdoor play may stored there.

The area for developing manipulative skills could be placed adjacent to the doll corner. It should be near open shelves and have a table which could also be used for eating.

The toilet area should be easily accessible to the outdoor play area.

The area for developing manipulative skills could be placed near the doll corner. It should be near open shelves and have a table near by which could also be used for eating.

The art area should be accessible to water.

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* U. S. Department of Health, Education, and Welfare, Office of Education, Bureau of Adult and Vocational Education, Regional Office, Room 404, Atlanta, Georgia, 30323, Clinic For State Supervisors of Home Economics, Chicago, Illinois - January 17-21, 1966.

CHILD WELFARE LEAGUE OF AMERICA STANDARDS

BUILDINGS AND EQUIPMENT OF THE DAY CARE CENTER*

The physical facilities used for group day care of children should not only meet requirements for health and safety, but facilitate the carrying out of a program meeting the needs of the children served.

1. Location of day care facilities

Insofar as possible, day care facilities should be located in or near the neighborhoods where children needing them live (5.9, 9.13), and where sufficient outdoor space for young children to play actively and in safety is accessible.

Facilities should be in residential neighborhoods, not in crowded industrial areas. Housing projects afford desirable locations for day care centers or family day care homes.

Children under six should not have to travel more than a half hour daily. It is preferable for the day care center used by school-age children to be part of the school they attend, or near it. Centers outside a school district should be near enough so that a seven-year-old can go there after school and return home by himself.

In using school buildings for afterschool care, the reluctance of some children to remain in a school all day should be considered. For preschool children, it is important to provide separate rooms, playground and toilet facilities geared to their needs, and to protect them from being overwhelmed by the size and activities of older children.

2. Day Care Center Building

The structure and design of the building have a marked influence on the program offered to the children. When a building is appropriate for children, it is possible to carry on activities with greater ease, and to require fewer controls for safety. The size and location of rooms, as well as the kind and quantity of facilities available, also have an effect on comfort and relaxation of both children and adults.

* Resource: Guide for Establishing and Operating Day Care Centers for Young Children. Child Welfare League of America, Inc., N.Y., N.Y.

A. Safety and sanitation

The building must be sound in structure, safe for children, and as fire-resistant as possible. It should comply with all local buidling, fire and sanitation laws.

Where regular inspection of the premises by building, fire and sanitation departments is not required by law, it should be requested yearly by the center, to promote awareness of the need for greater caution and change.

Two widely separated exits from each floor directly to the outdoors are an important safety measure.

When fire escapes are necessary, they should be the stairway type, with low risers, broad treads, and sides protected to guard against falls. For three to five-year-olds, however, the chute type is preferable.

First-floor rooms are by far the best for children's play space. They are the easiest to reach, the safest, and offer the closest contact with the outdoors. The use of stairs by a group of small children requires constant supervision from adults. Stairs are precarious when children are dressed in heavy clothing, or are carrying play equipment or other possessions.

B. Size of playrooms

A ratio of fifty square feet of playroom floor space per child is optimum, and in addition there should be space for other purposes, such as bathroom and cooking facilities, stairs, halls or offices.

Each playroom for a group of fifteen children should provide 750 square feet of floor space, in addition to the area occupied by such fixed equipment as sink or lockers. Therefore, suitable dimensions for each playroom for fifteen children would be approximately 25 by 30 feet. Under no circumstances should the amount of playroom space per child be under 35 square feet.

The size of a playroom should limit the number of children who can use it, within the standards set for good grouping, and allow enough space for each child to move about freely. There should be sufficient room so that activities do not crowd one another.

A very large room tends to promote overactivity in some children and anxiety in others.

C. Soundproofing

Materials which help to control sound should be used for ceiling and walls.

Sound-absorbing ceilings are beneficial to children and staff. Use of sound-proof materials in the exterior walls has value, particularly when the center is located close to private homes or other buildings.

D. Flooring and walls

The materials used for construction of floors and walls, which are washed frequently, should allow easy and inexpensive maintenance.

Satisfactory flooring is smooth and splinterproof - for example, linoleum or asphalt tile. A highly waxed, slippery surface is to be avoided.

E. Light and ventilation

Each playroom should have outside windows, the area of which is at least 10 percent of the floor area of the room. Artificial lighting should be of at least 25-to 35-foot candlepower.

Windows low enough for children to look out of are a source of pleasure and learning. Higher windows can be equipped with platforms on which children can stand to look outdoors, with proper protection against falling.

Provision is needed for adequate ventilation without drafts.

Adjustable shades or curtains permit protection from glare and promote an atmosphere conducive to sleep at naptime.

Securely fastened screening of windows and doors against insects is required as climate and season dictate.

F. Heating and air conditioning

A temperature of 68° to 70° within two feet of the floor should be maintained for children's playrooms.

A thermometer in each playroom makes a frequent check of temperature possible.

Radiators require protective covering. If an open fireplace is used, it must be securely screened and have constant supervision.

The furnace or central burner must be completely enclosed in a room of fireproof construction.

G. Water supply and toilet facilities

Washing and toilet facilities, with both hot and cold water, should be provided.

Water supply and sewage disposal should be approved by the local sanitation authority.

For water used by children, there should be some kind of automatic control to prevent the temperature rising above 120°. For dishwashing, temperature should be at least 180°.

One toilet and wash basin are required for every eight to ten children. Toilets and wash basins should be in a location directly accessible both to the playroom and the playground.

Wash basins should be securely fastened and supported to prevent accidents.

Equipment of appropriate height for use of small children helps them to become responsible for their own care.

Each child should have his own towel and washcloth, kept in a sanitary condition and hung in an individual, easily accessible cubby. Single-use towels and washcloths, such as terrycloth squares, can be disposed of in a basket and laundered at the center. An automatic washer and dryer provide the easiest and most sanitary method of doing this.

Drinking water must be available to the children, both indoors and out. Paper cups are recommended.

Separate toilets and wash basins must be provided for adults.

H. Kitchen facilities

Kitchen facilities need to be separate from the playrooms, yet located so that food can be transported readily, kept hot and be easily served. They should be well lighted, clean and orderly.

Adequate provision for refrigeration of perishable foods, sterilization of dishes and silver, and a sanitary method of garbage disposal are basic requirements. An automatic dishwasher using 180° is recommended, preferably with an electric coil in it to dry dishes.

A conveniently located pantry or storeroom for staples and canned foods adds to the ease with which meals are prepared.

An easily cleaned surface for walls and flooring of rooms where food is prepared and stored is important for sanitation.

A sink for washing hands should be immediately accessible to kitchen staff.

I. Room for isolation

A special room should be set aside for children requiring isolation away from the group, in case of emergency illness, or when a child needs to be by himself.

Such a room should be located where the child can be close to a staff member and not feel alone.

The isolation room may be adjacent to the office assigned to health staff, and can also be used for emergency first-aid treatment, and for physical examinations or special tests when they are given at the center.

First-aid equipment should be kept here, but out of children's reach. Materials hazardous to the children should be under lock and key.

Toilet and lavoratory facilities should be easily accessible for a sick child.

J. Office and staff rooms

The center should have sufficient space required for administration, and for use of staff.

There should be a reception room with toys for children and reading material for adults - for persons waiting to be interviewed as well as for other visitors. Office space for private interviews with parents, and for conferences between the executive, supervisors, and individual staff members, should be available. A staff room provides a place for rest periods, conferences and meetings.

Offices should have equipment such as a fire-alarm system, telephone, desks, steel filing cabinets, typewriters and adding machine. Dictating and duplicating equipment are also useful.

3. PLAYROOM EQUIPMENT

The furnishings and equipment available for the children, and their arrangement, contribute to a large extent to the quality of the program, by making children secure and comfortable, inviting their interest, promoting cooperative play, and suggesting both active and quiet play.

A. Arrangement

Equipment should be arranged so that children can move about easily and safely, and use it to best advantage.

Doors and traffic lanes should be kept clear of blocks and other equipment so that children can enter and leave the room easily.

It is desirable to have fencing at least four feet in height, around the outer boundary, to protect children from outside hazards.

There should be trees or other cover for a shaded area. When a roof playground is used, an awning or other cover should be substituted. In such a situation, mesh fencing at least seven feet high, of non-scalable material, is needed.

The ground should be mainly turf, with approximately one quarter of the area paved with a hard surface where children can ride wheel toys and carry on other activities when the ground is damp. Concrete is not desirable for this area, since it is too hard, and a bituminous pavement, possibly mixed with cork or sawdust, has proven more satisfactory. There should also be an area of dirt and one of sand for digging, protected against animal intrusions.

In flat country a small slope can be created from soil from an excavation site. Imagination should be used in making a playground which is interesting to the children and suggests activities to them.

C. Playground equipment

Equipment which requires as little supervision as possible should be selected, and should be so arranged that the whole playground can be readily supervised.

The supports for climbing and other large equipment should be securely fastened in cement at least eighteen inches underground. There should be no protruding corners or edges of the cement support, which children might fall against.

The surface under the equipment should be dry and resilient, for example, dirt, tanbark, or pecan shells. A gym-pad may be used as an added precaution.

Swings should be of the rubber sling variety, or light-weight wooden seats without heavy metal, and should be separated from the rest of the playground by ropes or natural shrubbery to prevent accidents.

D. Outdoor water

A convenient source of water, from an outdoor sink or faucet, should be provided for outdoor water play and for use with sand.

Showers or an approved wading pool add immeasurably to the program in warm weather. Wading pools should be emptied daily.

E. Storage

A low waterproof shed is required for storage of outdoor play equipment such as blocks, walking boards, tricycles, or wagons.

(Tentative Work Material)

CHILD CARE INSTRUCTION LABORATORY

35 square feet per child is minimum accepted for licensure exclusive of storage and space for food preparation.
50 square feet per child is minimum required in some states. Many centers are larger.

Areas of Activity	Suggested Equipment for Each Area
Block Corner Creative Activity	. Unit blocks, hollow blocks, small boards, and such accessories as trucks, animals, people, traffic lights and the like.
Area for Manipulative Skills	. Pegs, pegboards, small table blocks, color design blocks, wooden beads for stringing, and simple wooden puzzles.
Art Area	. Table (preferably rectangular) of adjustable height; a stack chair for each child - Two or more easels - Accessible to water for washing hands.
Housekeeping or Doll Area (Dramatic Play)	. Dolls - Child-size furnishings, including a range. . A sink with a real dishpan in it. . Cupboard for dishes . Small dresser for doll clothes. . A child's rocker . Doll bed large enough for child to get in it. . Iron and ironing board.

Prepared by: Ata Lee,
Regional Representative - D/HEW
Home Economics - DVTE-BAVE--Atlanta, Georgia

CHILD CARE INSTRUCTION LABORATORY

Areas of Activity	Suggested Equipment for Each Area
A Quiet Corner (Library or Science Area)	. Books, record player and records, simple games . Such items as pine cones, seeds, and plants for nature study--Maybe a fish bowl . A small table and chairs for sitting while looking at books or listening to records. . Low book shelves so child may select books . Carpeted so children may sit on floor
Space for Climbing Apparatus	. Climbing apparatus with accessories such as ladders, hollow blocks, and small boards. . Climbing structure such as a ladder box and boards used with saw horses
Outdoor Space (100 to 200 sq. ft. per child)	. Should be fenced for safety . Avoid filling space with too much equipment so children may have space to run, throw, roll and play creatively. .Seesaws Balancing Board Swings .Packing boxes Wheel Toys Sandbox-- plants Balls-hoops
Additional:	
Isolation Area	. For sick child or removal of the child from the group.
Lockers - 1 per child.	
Administrative space - For interviews, planning, reception area, and clerical space.	

E. SOURCES OF EQUIPMENT

List in Child Development Manual (Headstart), p. 395.

C&S Marketers Company P.O. Box 13245, Station K Atlanta, Georgia 30324	Aluminum Stack Cots Blocks - unit or hollow plus Wooden play equipment and Observation booths
Western Publishing Educational Services 1220 Mound Avenue Racine, Wisconsin 53404	Manipulative toys Books - story and music
A-Mac Supply 2187 Briarcliff Road, N.E. Atlanta, Georgia 30329	Art Supplies
The Record Center 2581 Piedmont Road, N.E. Atlanta, Georgia 30305	Records, autoharp
American Book Company 5th Street, N.W. Atlanta, Georgia 30309	Music for Young Americans - music book

F. BIBLIOGRAPHY - EQUIPMENT AND SUPPLIES

-- A Bibliography of Books for Children - Washington,
Assoc. for Childhood Ed. International 1962

-- Equipment and Supplies - Washington,
Assoc. for Childhood Ed. International 1963

-- Equipment and Supplies, pamphlet #9 - Project Headstart
Office of Economic Opportunity, Washington, D.C.

-- Child Welfare League of America Standards for
Day Care Service J-46.
Child Welfare League of America, Inc., 345 East 46th Street,
-- New York 17, N.Y. $ 1.50.

-- Nation's Schools, Vol. 77, No. 6, June 1966
Circulation Dept., 1050 Merchandise Mart, Chicago, Ill. 60654.

-- Equipment Checklist, Creative Playthings Inc., Princeton, N.J.

-- Community Playthings, 1966, Rifton, N.Y.

	Number	Est. Unit Cost	Est. Total
Food Utensils........................			150.00
1 doz serving dishes			
2 doz luncheon plates (Melmac)			
1 doz small bowls			
2 doz 6 oz. plastic glasses			
2 doz spoons			
2 doz forks			
Trays			
Food cart			
First aid equipment................			5.00
Rug or carpeted area (9' x 12')......			
Textbooks - Reference materials.....			
Audio-Visual Equipment			
Record player - for use with children and 1 flannel board for use with children............................	1		75.00
Available for Student Use................			
Record player			
Tape recorder			
Movie projector			
Slide projector			
Filmstrip projector			
Screen			
Flannel board			
For Dramatic Play,			
Doll and Housekeeping Corner			
Doll house.......................	1	36.00	36.00
Complete house set...............	1 set	26.50	26.50
Flagg doll family	1 set	5.95	5.95
Stove........................		(19.95)	
Cupboard......................		(26.95)	
Sink..........................		(27.95)	
Refrigerator....................		(27.95)	
Dresser......................		(25.00)	
Child-sized bed.................		(15.00)	
Pots and pans (heavy aluminum)...		(5.50)	
Ironing board....................		(8.95)	
Wooden iron.....................		(1.25)	
Housecleaning set................		(4.95)	
Child-sized doll carriage..........			19.50
Rockers.........................	2	5.15	10.30
Wooden telephones..............	2	3.25	6.50
Dolls..........................	4	(5.95)	(23.80)
Doll clothes.....................		(10.00)	
Stethoscope.....................	1		2.95

	Number	Est. Unit Cost	Est. Total
Cash register	1		4.79
Hand puppets	6	1.00	6.00
Finger puppets	6	1.00	6.00
Used dress-up clothes			
Block Area			
Hardwood unit blocks	1 set (400)		225.00
Hollow blocks	1 school set		218.00
Cardboard blocks	2 sets	4.98	9.96
Cars, airplanes, boats, fire engines, wagons, tractors, and trains of assorted sizes	24		
clip-on wheels (creative toys)	1 dz.	1.50	18.00
interlocking train sets	2 sts.	3.25	6.50
interlocking tug boat sets	2	2.95	5.90
giant Rid'em truck	1	15.95	15.95
miniature wood train and track set	1 st	10.00	10.00
economy construction vehicle	1	9.95	9.95
economy farm vehicle and animal set	1	9.95	9.95
fleet - 3 cars	1	27.00	27.00
turbo diesel floor train	1	16.95	16.95
rubber, plastic or wooden figures of people and animals	30		
wedgie white family set	1	3.95	3.95
wedgie negro family set	1	3.95	3.95
farm animal set	1	5.95	5.95
bendable rubber negro family set	1	8.25	8.25
bendable integrated community workers set	1	9.75	9.75
rubber farm animals set	1	3.95	13.95
Manipulative Activities (For floor and table use)			
wooden inlay puzzles (of varying degrees of difficulty)	12	1.50	18.00
puzzle rack	1	6.00	6.00
pounding benches	2	3.19	6.38
lacing boots	2	3.19	6.38
postal station	2	4.19	8.38
stringing bead set, 1" diam.	2 sts.	6.50	13.00
color canes	2	2.00	4.00
graded circles, squares, triangles	2	3.50	7.00
rubber peg boards 10"x10"	6	3.00	3.00
1000 pegs	1 bx	4.00	4.00
Lincoln logs	1 set	4.00	4.00
snap blocks	1 set	3.95	3.95
parquetry blocks	2 sets	3.95	7.90
matching games (picture lotto)	6	1.00	6.00
giant wooden domino blocks	1	8.95	8.95
blocks and rods	1 set	2.95	2.95

Art Activities

double painting easels	2	(16.95)	(33.90)
brushes - 3/4"-flat easel	1 dz.	3.40	3.40
brushes - 1/2"-flat easel	1 dz.	3.40	3.40
powdered tempera paint-red	6	1.00	6.00
yellow	6	1.00	6.00
blue	6	1.00	6.00
green	6	1.00	6.00
orange	4	1.00	4.00
purple	4	1.00	4.00
brown	2	1.00	2.00
white	2	1.00	2.00
black	2	1.00	2.00
liquid tempera paint - red	2	1.25	2.50
yellow	2	1.25	2.50
blue	2	1.25	2.50
green	2	1.25	2.50
reams newsprint- 18"x24"	6	3.75	22.50
quarts of paste	4 qts.	.60	2.40
roll 18" butcher paper (finger-painting)	1	7.50	7.50
blunt point scissors	1 dz.	1.75	1.75
construction paper 18"x12"	16 pkg.	1.00	16.00
drying rack for paintings	1	3.95	3.95
teachers' scissors (7")	3	2.75	8.25
bags moist clay	3	2.00	6.00
clay crock	1	4.00	4.00
sets of crayons (1/2")	3 dz.	4.00 ea.	12.00
reams manila paper	6	1.75	10.50
shellac		—	—
white glue		—	—

Music and Stories

rhythm band set	1	12.75	12.75
chinese skin tom-tom	1	3.95	3.95
barrel drum	1	11.95	11.95
auto-harp		39.95	39.95
case for auto-harp	1	10.95	10.95
flannel board stories	6	1.00	6.00
assorted records	—	—	75.00
assorted books	—	—	100.00
piano, if space and money available	1	—	—

Physical Activity Equipment

sturdy low workbench with 2 vises	1	—	—
tools for workbench	1 set	—	—
rocking boat	1	(24.50)	(24.50)
multiplay triangle	1 set	(47.50)	(47.50)
deluxe ladder box	1	(59.95)	(59.95)
cr Metal climber set)	1	(67.50)	(67.50)
steel ladders (5')	2	7.25	15.50
packing boxes 30"x20 3/4"x14"	3	(16.95)	(16.95)

cleated boards.................	3	(4.95)	(14.85)
saw horses..................	4	(7.50)	(30.00)
5' slide......................	1	(15.00)	(15.00)
steering wheel in box...........	1	(19.95)	(19.95)
steel gangplank................	1	33.95	33.95
porter's hand truck..............	1	13.95	13.95
tricycles 14"....................	2	(19.95)	(39.90)
large wooden wagon.............	1	(15.95)	(15.95)
large sandbox with cover including sand (at least 6'x6').........	1	(75.00)	(75.00)
Bobo punching bag..............	1	3.95	3.95
sand toy sets....................	1	(7.00)	(7.00)
6" utility balls....................	2	(3.00)	(6.00)
10" utility balls..................	2	4.00	8.00
sections of 30" pipe.............	2	22.50	45.00
punching bag (leather) installed in concrete)......................	1	20.00	20.00
balance board....................	1	7.95	7.95
slide-installed....................	1	200.00	200.00
jungle gym-installed..............	1	200.00	200.00

Science and Nature Study

wonder texture box.................	1	(11.95)	(11.95)
manipulative lock box.............	1	(7.50)	(7.50)
hamster cage...................	1	(7.95)	(7.95)
5 gal. aquarium and fittings.......	1	(19.95)	(19.95)
thermometer.....................	1	(3.00)	(3.00)
tape measure, yardstick, rulers....	___	(2.00)	(2.00)
scales..........................	1	(5.00)	(5.00)
magnifying glass.................	1	(2.00)	(2.00)
bar and horseshoe magnets........	2 sets	(2.00)	(4.00)
hand mirrors.....................		(5.00)	(5.00)
old typewriter-for children to use....	___	___	___
plastic dishpans.................	1 dz.	(1.00)	(12.00)
small pitchers, plastic...........	1/2 dz		
plastic bowls, various sizes......	1/2 dz	(5.00)	(5.00)

B. EQUIPMENT LIST AND COSTS: For Child Development Laboratory

In order to make initial plans for a child development laboratory as part of the post-high child development program the following list of equipment and supplies is presented. This is a suggested list and substitutions and additions should be made to fit the teaching situation in any given location and program.

The prices listed are for ready-made equipment which can be ordered. Items which could be made or purchased locally at a lower cost are bracketed.

Indoor Furnishings

The furniture should be appropriate in design for young children.

	Number	Est. Unit Cost	Est. Total
Tables - 1 1/2 sq. ft. minimum per child with washable tops. 18" ht. for 3 year olds. 20" - 22" ht. for 4 and 5 year olds. Rectangular in shape for art work..........	4	47.00	188.00
Round tables for use in library and doll corner area.	2	30.00	60.00
Chairs - One for each child. 10" from seat to floor for 3 year olds. 12" - 14" for 4 and 5 year olds. 14" for teachers. (If space is at a minimum, stack chairs and tables purchased to allow space for cots at nap-time.)	20	10.00	200.00
Furnishings should be movable and provide flexibility. Room dividers or screens - 36" x 48" (on 14" base) to separate quiet and active play areas.	2	25.00	50.00
Cots - One for each child. 12" from floor. Can be individually stacked. Covers easily laundered. 27" x 54" for 3,4, and 5 year olds.	20	15.00	300.00
			$798.00

Provide adequate storage facilities, low enough to be accessible to children; provide low cupboards and open storage spaces, include locker space for children and storage space for teachers.

	Number	Est. Unit Cost	Est. Total
Storage Space - For each playroom. Open shelves in sections, movable and with backs, for play materials - not over 26" high, 12" deep, 12" between shelves, approximately 1 ft. per child. One shelf area 18" wide to accomodate 18" x 24" newsprint.	4	50.00	200.00
Book shelf - to allow front of books to be seen by children.	1	52.00	52.00
Lockers - one for each child with hooks and shelves for storage of hats, boots, coats, etc. 12" wide, 12" deep, 9" hat space. 32" x 36" minimum coat space, 9" shoe space. Small drawer or additional shelf space.	5 sets (4 lockers per set)	95.00	475.00
Bulletin Boards - at eye level for children. Large enough for pictures and childrens' paintings. (4' x 8'). One in hall or near entrance for parents and students.			
Sink - for water play, drinking, painting 24" to 26" high. Located in playroom for easy supervision.			
Miscellaneous Furnishings			
Waste baskets, hamper, small mop and pail			25.00
Clock			10.00
Fire Extinguisher (s) (Local regulations)			150.00
Pictures and plants			
Emergency clothing for children			
Blankets and sheets for cots (Wash cloth for each child. One-half dozen bath towels.)			250.00
Mirrors over wash basins in bathroom			35.00
Smocks for children			10.00
Hamster, fish, and animal food			10.00
Cleaning supplies (mild soap for children), food for children			2015.00 1000.00

SON-RAY CABINET SHOP
3230 Forrest Hill Drive
Hapeville, Georgia 30054

Housekeeping: Items for the Doll Corner

Realistic kitchen play appliances are designed to give the feeling of working in a modern kitchen. All units are built to scale and equipped with the all important features - "resembles the real thing". All doors open - ample shelf space inside - cabinet hardware - bright chrome handles - made of wood - smoothly sanded and finished with a non-toxic natural finish wood sealer.

101. Dutch Cupboard: 39" high, 18" wide, 12" deep
Model DC 101 Cost: $22.00

102. Kitchen Range: Oven and storage space/movable knobs/ aluminum painted burners/ and make believe clock with moveable hands/ 24" hihg, 18" wide, 12" deep, Model KR 102 Cost: $22.00

103. Kitchen Sink: A moveable water tap/hot & cold wooden faucets/ large storage shelves/plastic top/chrome handles/ moveable pan/ 24" high, 24" wide, 12" deep.
Model KS 103 Cost: $22.00

104. Refrigerator: Large storage space/separate freezer/two doors
39"high, 18" wide, 12" deep
Model R 104 Cost: $22.00

The above Housekeeping Equipment may be purchased as a set (4-pieces) at $85.00 per set.

Dresser-Bureau: Two large drawers/chrome pulls/mirror included.
36"high, 18" wide, 12" deep.
Model DB 105 Cost: $22.00

(*) This item may be substituted for one of the other pieces as listed above to make up a 4-piece set.

Doll Bed or Cradel: Heavy duty/made of select wood/natural finish.
22" long, 10" wide, head & footboard 10" high.
Model D-B 106 Cost: $7.50

Cradle same as doll bed/Model D-C Cost: $7.50
The above may be purchased in a pair at $14.00

Doll Bed (Large): Very sturdy and spacious/head and footboard 3/4" plywood/ 30" long, 16" wide, 10" headboard, 9" footboard/ natural finish. Model DBL 108 Cost: $11.00

Ironing Board:	Very sturdy with shelf and back/ plastic top/natural finish/ includes IRON that matches plastic top. 24" long, 23" high, 7" wide. Model IB 109 Cost: $11.00
Rock-I-Boat:	Versatile rocking boat and steps combination/accomodates two or four children as a boat; many more when used as steps/ very rigid and well constructed/ natural finish. 48" long, 24" wide, 12" deep. Model RB-110 Cost: $21.95

Son-Ray Cabinet Shop
3230 Forrest Hill Drive
Hapeville, Georgia 30054

Please consult us for other wooden items as we custom build lockers, tables, ladder boxes, saw horses, room dividers, chalk boards, sand and water tables, toddler's gym and slide, spatter boxes, and shelving. Also Hollow Blocks and Dollies.

We have the very finest ALUMINUM STACK COTS AVAILABLE. Inquire for our price. Minimum order 1-dozen or more. They are shipped from factory - located out of Georgia directly to you.

Hollow Blocks: Smoothly sanded/accurate in size/special cut/glued and nailed to allow long time use/ wood perservative permits outdoor use...open ends for easy handling.

Square (5-1/2" x 11" x 11")	$3.40 each
Double (5-1/2" x 11" x 22")	$4.75 each
Ramps (5-1/2" x 11" x 22")	$4.95 each
Half Square (5-1/2" x 11" x 5-1/2")	$2.00 each
Play boards (3-1/2" x 44")	$1.00 each

Minimum order $25.00 / payment to be included with order - or C.O.D.

Include 3% Georgia Sales Tax with check or money order.

All prices subject to change without notice.

No returns accepted without written authorization from the company.

Delivery can be expected within 10 days to two weeks - on most orders.

TERMS: Net

F.O.B. Plant / Hapeville, Georgia

Handling charge of $1.00 will be required on items shipped via public carrier. There is no handling charge for any pick ups at plant.

Wooden items are manufactured in Hapeville, Very convenient to South Expressway-near General Motors Building.

C. Equipment for Students and Faculty

B. Equipment Needed:

a. Students
- 1. Furnishings
  - (a) Chair desks in one classroom
  - (b) Tables and chairs in second classroom
  - (c) Lockers, one per student
  - (d) Folding chairs on dolly for observation areas
- 2. Teaching Materials
  - (a) Reference library
  - (b) Audio-visual
    - (1) film projector and table
    - (2) screen
    - (3) tape recorder
    - (4) record player
    - (5) overhead projector
    - (6) television equipped with educational television channels
    - (7) slide and film strip projector

b. Faculty
- 1. Desks
- 2. Files
- 3. Office and teaching supplies
- 4. Dictating equipment

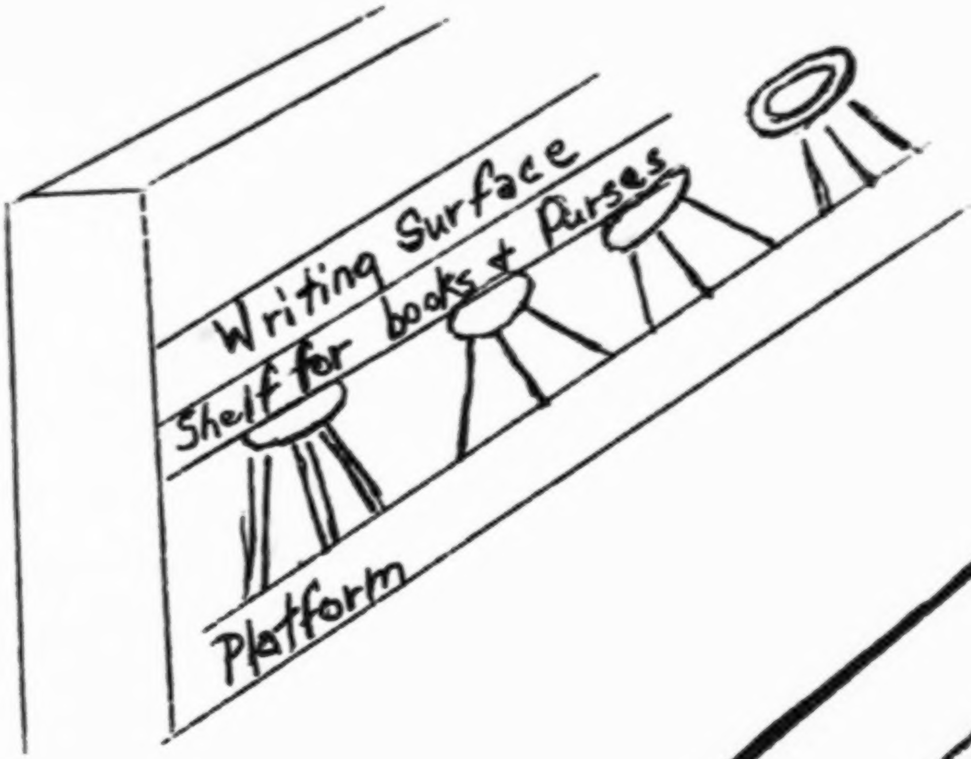
c. Child Development Laboratory (20 children)

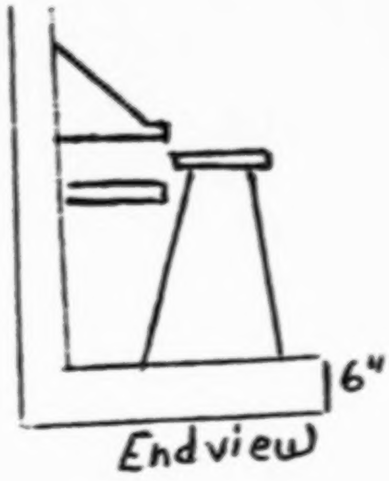
1.	Indoor furnishings	$ 2015
2.	Dramatic play materials	125
3.	Materials for manipulation	325
4.	Equipment large muscle activities	1000
5.	Science materials and water play (sink)	350
6.	Music and literature	400
7.	Consumable supplies	475
8.	Blocks and accessories	600
9.	Fence, outdoor playground	550
10.	Kitchen, bathroom, observation facilities	3260

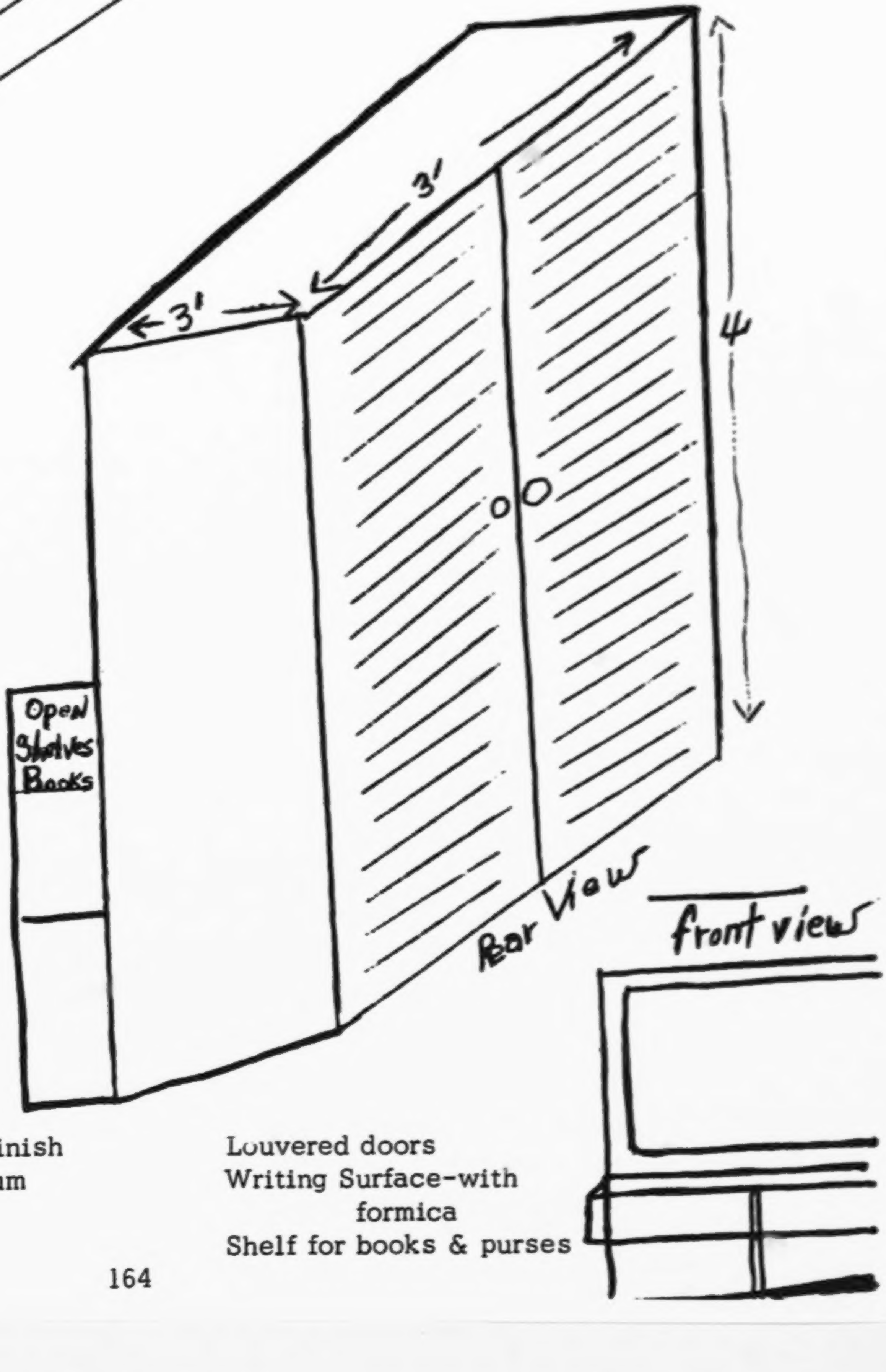
Yearly maintenance and replacement	$300	
Food for Children	1000	
Laundry	200	$ 1500
		$10,600

A storage shed may also be used as a playhouse, and should be easily supervised. The roof should be suitable for playing on and climbing.

D. INTERIOR - OBSERVATION BOOTH


Writing Surface
Shelf for books + Purses
Platform

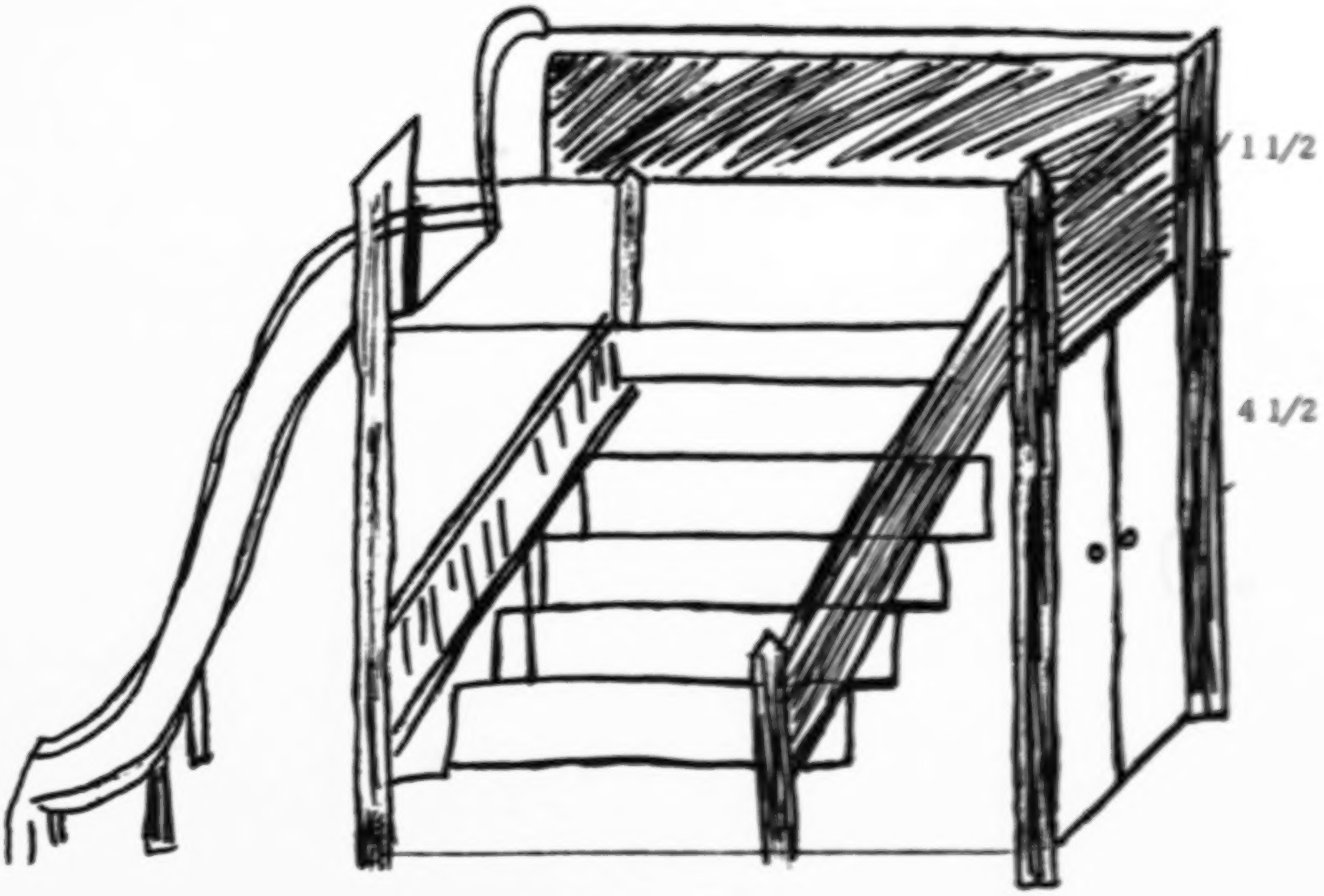



3'
3'
4
Open Shelves Books
Rear View
front view

Birch Plywood - lacquer finish
Floor covered with linoleum
Doublemesh screening

Louvered doors
Writing Surface-with formica
Shelf for books & purses

E. EXTERIOR - PLAY EQUIPMENT



Combination

a) Storage shed for outdoor equipment
b) Slide
c) Climbing structure
d) Place for dramatic play

6' high 8' square